



APPLICATION COVER PAGE

NAME OF LEA OR ORGANIZATION	Paramount Schools of Excellence
ADDRESS	3000 East New York Street, Indianapolis, IN 46202
COUNTY	Marion
NAME OF CONTACT PERSON	Tommy Reddicks
TITLE	Chief Executive Officer
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NAME OF SCHOOL TO BE SERVED (INCLUDE SCHOOL CORPORATION NUMBER)	FREE AND REDUCED LUNCH RATE	SCHOOL GRADE OR RATING	NUMBER OF YOUTH TO BE SERVED	GRADE LEVEL TO BE SERVED
Paramount Brookside #9680	78.4%	A	146	K-8th
Paramount Cottage Home #9060	88.9%	N/A	79	K-8
Paramount Englewood #9165	84.1%	N/A	60	5-8

NAME OF SITE	STREET ADDRESS	CITY/COUNTY
Paramount Brookside	3020 Nowland Avenue, Indianapolis, IN, 46201	Indianapolis/Marion
Paramount Cottage Home	1203 East Saint Clair Street, Indianapolis, IN, 46202	Indianapolis/Marion
Paramount Englewood	3029 East Washington Street, Indianapolis, IN, 46201	Indianapolis/Marion
Felege Hiywot Center	1648 Sheldon Street, Indianapolis, IN, 46218	Indianapolis/Marion



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<p>TOTAL GRADE LEVEL(S) TO BE SERVED</p>	<p>This program serves grades K-12. It serves 302 students in Kindergarten – 8th grade and an additional 33 high school students.</p>
<p>PRIORITY AREA (STEM OR STEAM, LITERACY, COLLEGE & CAREER READINESS, OR SOCIAL EMOTIONAL LEARNING) *APPLICANTS SHOULD PICK ONE PRIORITY AREA</p>	<p>The priority area for this program is STEM.</p>
<p>OPERATING HOURS (AFTER-SCHOOL, BEFORE-SCHOOL, SUMMER, AND/OR INTERSESSION) *APPLICANTS SHOULD LIST ALL APPLICABLE OPERATING HOURS</p>	<p>All Paramount Schools:</p> <ul style="list-style-type: none"> • YMCA Before and After Care: <ul style="list-style-type: none"> • 6:15 AM – 7:30 AM • 3:30 PM – 6 PM • PSOE Tutoring: <ul style="list-style-type: none"> • 3:30 PM – 6PM, M-Th • 3:30 – 5:30 on Fridays. • PSOE Summer Session: 8 AM – 12 PM, M-F <p>Felege Hiywot Center</p> <ul style="list-style-type: none"> • Summer Session Hours: 8 AM – 4 PM, M-F • Fall/Winter Break: 8 AM – 12:30 PM, M-F • Non-holiday, Non-summer Saturday Hours: 8 AM – 12:30 PM
<p>PROGRAM INCOME DOES YOUR PROGRAM PLAN TO GENERATE PROGRAM INCOME? Y/N *FOR MORE INFO, SEE PAGE 22 OF RFP</p>	<p>This program does not generate income.</p>

ASSURANCES



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The Indiana Department of Education requires that the following assurances remain in effect for the duration of the subgrant. The Indiana Department of Education will require assurances with subsequent amendments to this application if required by changes in federal or state law.

The applicant assures that:

- It has the necessary legal authority to apply for and receive the proposed subgrant;
- The filing of this application has been authorized by the applicant's governing body, and the undersigned official has been duly authorized to file this proposal for and on behalf of the said applicant, and otherwise to act as the authorized representative of the applicant in regard to this application;
- The activities/services for which the assistance is sought under this subgrant will be administered by or under the supervision and control of the applicant;
- The subgrant program will be operated in compliance with all applicable state and federal laws and in compliance with regulations and other policies and administrative directives of the IDOE;
- The subgrant program will take place in a safe and easily accessible facility;
- The subgrant program will be carried out as proposed in the application;
- The subgrant program was developed and will be carried out in collaboration with schools the youth attend;
- The subgrant program will utilize an evidence-based curriculum that includes professional development;
- The subgrant program will align out-of-school time efforts within school priorities including Indiana Academic Standards;
- The subgrant program will primarily target youth who attend schools who received a D or F school rating for state accountability **or** Does Not Meet or Approaches Expectations for federal accountability; or youth who attend schools with a 40% or higher Free and Reduced Lunch rate;
- The funds under the subgrant program will be used to increase the level of State, local and other non-federal funds that would, in the absence of Federal funds, be made available for authorized programs and activities;
- The required information and reports will be submitted timely as requested by the Indiana Department of Education;
- The subgrant program will comply with [U.S. Education Department General Administrative Regulations \(EDGAR\)](#) and [Uniform Grants Guidance](#)
- The subgrant program agrees to keep records and provide information to the IDOE as may be required for fiscal audit and program evaluation for a minimum of seven (7) years from the date of the last activity;
- The subgrant program agrees to complete the Indiana Quality Program Self-Assessment (IN- QPSA) annually and use the program action plan to guide program improvement and strengthening;
- The subgrant program will ensure that each staff member participating in this grant knows how to access student data including grade and/or state assessment data;
- The community was given notice of the applicant's intent to submit; and



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- After the submission, the applicant will provide for public availability and review of the application and any waiver request;
- The applicant certifies by submitting this application that neither it nor its principals nor any of its subcontractors are presently suspended, proposed for debarment, declared ineligible or voluntarily excluded by any federal agency or by any department, agency or political subdivision of the State of Indiana. Verification is made via sam.gov. The term principal for purposes of this application means an officer, director, owner, partner, key employee or other person with primary management or supervisory responsibilities, or a person who has a critical influence on or substantive control over the operations of the applicant;
- The applicant certifies that it has verified the state and federal suspension and debarment status for all subcontractors receiving funds under the fund associated with this application and shall be solely responsible for any recoupment, penalties or costs that might arise from use of a suspended or debarred subcontractor. The applicant shall immediately notify the State if any subcontractor becomes debarred or suspended, and shall, at the State’s request, take all steps required by the State to terminate its contractual relationship with the subcontractor for work to be performed and supported by funding from the application;
- The LEA certifies that it is in compliance with Title IX, section 8524, and that it has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in elementary and secondary public schools as set forth in the USDOE Guidance and Constitutionally Protected Prayer in Public Elementary and Secondary Schools, dated February 7, 2003. See http://www2.ed.gov/policy/gen/guid/religionandschools/prayer_guidance.html
- The subgrant program certifies that if it has expended \$750,000 or more in federal funds in the preceding year, it will receive a single audit or program specific audit (2 CFR 200.501)
- All partners will review and comply with the above assurances.

Paramount Schools of Excellence

Applicant Name (LEA or Organization)


 Authorized Signature

08/10/20
 Date

PROJECT ABSTRACT (2.5 POINTS, 2 PAGES MAXIMUM)

This 21 CCLC proposal called, “Engage More” serves a minimum of 335 K-12 students and combines afterschool tutoring and YMCA aftercare in three Paramount schools with an



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urban garden center to provides hands-on urban farm opportunities at three Indianapolis urban farm locations. Engage More leverages school academics alongside the excitement of STEM and 4-H involvement through school-based urban gardening. A powerful array of program partners, including the YMCA, the Felege Hiywot Center, Purdue Extension Marion County, and the Paramount Health Data Project provide wrap-around student supports to create an exemplar model for elevating the concept of increased student engagement beyond the school day.

As the anchor partner in Engage More, Paramount Schools of Excellence (PSOE) in Indianapolis, IN, a three-school accredited public charter school system will serve as the main home and fiscal agent. All PSOE schools are Indianapolis-based Mayor's Office of Education Innovation (OEI) authorized, free public charter schools. The three schools, Paramount Brookside (PBR), Paramount Cottage Home (PCH), and Paramount Englewood (PEN) have an average poverty rate of 84% and are identified as high-poverty schools. Based on PSOE's high poverty rate, they have all been identified as whole-school Title I programs. They serve over 1,100 students on the Near Eastside of Indianapolis, Indiana in Marion County. PSOE, as defined by ESSA Section 1111(d) enrolls disproportionately high numbers of students who may be "at-risk for academic failure, dropping out of school, involvement in criminal or delinquent activities, or lack strong positive role models; including low-income students and families."

The first program partner in the Engage More program is the Felege Hiywot Center (FHC). As a community center in the nearby Martindale-Brightwood neighborhood in Indianapolis, FHC provides year-round camp experiences for middle school and high school youth in times that school is out of session. FHC is a non-profit organization under the direction of Aster Bekele, who founded the organization to serve Ethiopian youth, and today manages FHC to serve all area youth. The next partner is the Greater Indianapolis YMCA. The YMCA will provide aftercare programming in all three PSOE schools, aligned to the afterschool tutoring programs at PSOE, and aligned to the PSOE and FHC urban farms model for students. The third partner is Purdue Extension Marion County (PEMC). PEMC will support educational staffing and 4-H coordination between all sites. PEMC will also assist with marketing support for maintaining engagement and recruiting students for 4-H. The final partner is the Paramount Health Data Project (PHDP). PHDP will coordinate nursing support for students and staff, and coordinate student health and social emotional data alongside student academic performance data to identify risks connected to social determinants of health.

The Engage More program is designed in the COVID-19 era to operate in E-Learning at a moment's notice, operating in both the digital (Google Classroom) environment and the physical environment (referred to as "dual-pathway"). All staff involved, whether in school, FHC, YMCA, PEMC, or PHDP will be trained and prepared for dual-pathway instruction. All students involved in the program will have a Chromebook with Wi-Fi card assigned to them when E-Learning is required so digital instruction is not limited by pandemic-related shutdowns.

The current academic day for PSOE runs from 8:00 AM until 3:30 PM. This Engage More proposal is a comprehensive lengthening of the academic day for students in grades K-8 identified as needing extra academic supports. This application will outline an extended day program, summer programming, weekend and break programming, and an advisory board. This



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21st CCLC grant award would allow for an afterschool/aftercare program for 30 weeks during the academic year to allow for additional literacy, science, and STEM programming.

Based on the use of PSOE's academic and summer calendar, Engage More allows for a 30-week, extended day program and 8-week summer urban farm programs, providing an additional 440 hours of programming for literacy, science, and STEM. These additional hours of education help to serve a minimum of 245 at-risk/high-risk students. As a program partner with PSOE, the YMCA will be supported to closely mirror their extended day academic program to the PSOE tutoring program. They will incorporate extended learning through a 30-week, aftercare program providing an additional 360 hours to a minimum of 40 PSOE students for literacy, science, and STEM. Additionally, the nearby Felege Hiywot Community Center (FHC) and urban farm will be providing 50 additional middle and high school students access to 360 hours of summer, weekend, and fall/spring break programming. FHCs programming is made accessible to all three schools and area community youth through transportation funding in this application. PEMC staff will work alongside PSOE and FHC to support the educational programming at each urban farm. PEMC will provide programming and help to qualify each site as official 4-H sites, as well as qualifying participating students as 4-H members. PEMC will help to market and generate community excitement for each program partner's involvement in the urban farm and educational experience. Finally, the Paramount Health Data Project (PHDP) will serve as the fourth program partner. They will closely monitor student health and safety, correlating health to related academic data at each location to help identify connections between social determinants of health and academic risk. This academic-health connectivity will allow all other partners to streamline the health and identification of students (and families) at risk and help program partners to provide individualized and targeted academic and social emotional supports. Finally, Engage More will develop an advisory board, including students receiving services via the 21st CCLC grant, which will be established to provide dynamic and strategic programmatic support.

Outcomes will include improved student behavior, increased school attendance, annual student retention, and improved longitudinal student achievement. The Chief Executive Officer of PSOE will oversee the rollout, program grant manager, and fidelity of the total program. The site principals and YMCA leaders at each school will act as site coordinators to anchor the local program operations. The PEMC county extension director will oversee 4-H and extension program supports. The Executive Director of FHC will serve as the site coordinator for the FHC-based community center program and the Executive Director of PHDP will oversee all health, research and data-related interactions within the program. All sites will utilize 21st CCLC professional development opportunities offered by the Indiana Department of Education (IDOE). Performance measures will be monitored, evaluated and documented by LaTonya Turner, the Engage More independent evaluator, from 2CL, LLC.



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PROGRAM QUALIFICATION (5 POINTS, 2 PAGES MAXIMUM)

Minimum Criteria

All Paramount Schools of Excellence (PSOE) K-8 schools serve a population over 40% poverty. The average poverty rate for all three PSOE schools is 84%. FHC serves a 6th through 12th grade student population with an average of 95% FRL. While this meets and exceeds minimum criteria for program qualification, PSOE and FHC will maintain greater than 90% FRL in the participating Engage More 21st CCLC program population.

Origin of Partnership

The origin of partnership between the partner organizations is listed below, with PSOE serving as the origin and program host of this Engage More 21st CCLC program:

1. PSOE: Grant originator, anchor/fiscal agent, and program manager
 - a. Paramount Brookside: Host site and part of the PSOE district
 - b. Paramount Cottage Home: Host site and part of the PSOE district
 - c. Paramount Englewood: Host site and part of the PSOE district
 - d. YMCA: Program partner at each PSOE school
 - e. FHC: Host site and program partner
 - f. PEMC: Program partner at each host site
 - g. PHDP: Wrap-around health and health-data provider at each host site

PSOE has pre-established relationships/origins with each program partner. PSOE has worked with the YMCA since 2010 and with FHC since 2011. PHDP is a company that was developed and launched as a 501c3 with the help of PSOE in 2019. And, PEMC and PSOE have worked collaboratively in urban farming since 2012.

Priority Area

The priority area for this Engage More program is STEM. Along with the anchor partner (PSOE), all program partners will incorporate STEM as the area of priority for daily operations. While there will be a standards-driven infusion of literacy to support learning, STEM will drive program outcomes through Science Explorers, VEX IQ robotics, STEM challenge projects, and environmental science-related STEM applications in 4-H and urban farming.



PRIORITY POINTS (5 POINTS, 1 PAGE MAXIMUM)

The Engage More program will work with a student participant population of 90% FRL or greater. With an existing school population of more than 1,100 students averaging 84% FRL, PSOE’s academic and attendance data shows that students needing extra support and engagement represent 98.2% of the school’s FRL population. These students will be actively recruited for participation in the program. While all students in the school will be eligible to attend afterschool tutoring and aftercare in the program, only students meeting the criteria of needing academic and attendance support will be actively recruited. This will guarantee that the participant population meets the organizational priority points of 90+% FRL.

Historically, the FHC program works with rising middle school and high school students at 95% FRL. All participating students in the FHC portion of this program will have greater than a 90% FRL status.

Priority Participant Recruitment Process

With an anticipated minimum student participation of 335 students annually, this program will target the lowest two performing academic quartiles of PSOE students and all of the FHC students. The existing PSOE student population is just over 1,100 students, which means the lowest performing student quartile (lowest performing 0%-25% of the school population) represents the highest priority targeted population of 275 students. The second quartile above the lowest group (representing 26%-50% of population) contains another 275 students of priority recruitment. This population of the lowest two quartiles is the targeted group for recruitment and represents 550 students at poverty rate of 92%.

Table 1.1: Priority participation plan by quartile-based academic performance

Recruitment	Quartile 1	Quartile 2	Quartile 3-4	Population
High Priority Recruitment	Lowest performing 0-25% of school population			275
Priority Recruitment		26-50% of population by performance ranking		275
Low Priority Recruitment			51-100% of population by performance ranking	550

While PSOE acknowledges that the program will be available to all who wish to join from all representative poverty levels at each campus, the targeted approach shown in Table 1.1 illustrates recruitment of the lowest performing quartiles to ensure the program meets the goal of more than 90% poverty participation in the Engage More 21st CCLC program.



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NEED FOR PROJECT (10 POINTS, 7 PAGES MAXIMUM)

Data Evidence

High-quality, engaging, and safe student programming is an urgent need for families attending PSOE and FHC. A majority of these families come from three population dense and socioeconomically disadvantaged zip codes in Marion County: 46201, 46202, and 46218. All three Paramount Schools of Excellence and the Felege Hiywot Center are located in Marion County, Indiana. While Marion County has a 17.2% poverty rate (US Census), with 25% percent of the population below 125% of poverty (SAVI), the school's attendees are at an 84% poverty rate. This is largely due to the school's attending students coming from Indianapolis's population-dense Eastside urban core. Furthermore, students attending PSOE showing a need for more intensive academic and attendance (based on AIRWays benchmark assessments and PowerSchool attendance records) are at a 99.2% poverty (FRL) rate.

Marion County also has a disability population (those under 65 with a disability) of 12.4%, with 4.4% of those with a disability in poverty (SAVI). Yet the 1100+ student population served at PSOE has an average special education representation at 17% (while still at 84% poverty). This disproportionality places a very high need for educational supports on the shoulders of the school and its afterschool programs, as there are few other supports for school families. This grant, and the rich partnerships offered will increase the access to support and growth for a data-proven needy population beyond the limitations of an 8 AM to 4 PM daily schedule and a 180-day calendar.

Despite disproportionate poverty and disability enrollment, and a known at-risk population, Paramount Brookside (PBR) has a proven ability to show annual academic gains. PBR is rated a "National Blue-Ribbon School" by the USDOE, and an "A School" by the Indiana Department of Education due to academic growth. Paramount Cottage Home (formerly Paramount Community Heights) scored higher than any other school corporation on the state's last round of ILEARN testing (spring 2019). Paramount Englewood (PEN) opened in 2019-2020 and does not yet have academic performance data due to the pandemic-related cancelation of the 2020 ILEARN exam, but site-based student performance on AIRWays (a nationally known benchmark assessment tool) showed 40% student growth in the school's initial year. These impressive results drive a need for extending the programming reach of PSOE into additional afterschool and out-of-school opportunities.

In spite of the math and reading success, science remains a subject area showing academic deficiency at Paramount Schools of Excellence (see table 1.1 below). Because of the ongoing urgency behind language arts, reading, and mathematics instruction, PSOE finds it hard to allot additional time to meet student needs in science and social studies. In the Engage More 21st CCLC program, PSOE will seek to improve these scores, moving them above state averages, coinciding with the rest of the impressive student growth.

In addition to the need at Paramount Schools of Excellence, the Felege Hiywot Center has similar poverty and special education needs. FHC is located in Martindale Brightwood, an area of downtown Indianapolis with a poverty rate three times higher than the city average, and a 23% local disability rate. Crime statistics for PSOE and FHC are also approximately three times



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higher than the national average and three times higher than the Indiana average. Most notable in these differences is the amount of robbery, burglary, and theft. This program proposal provides significant opportunities for safe, educational, and youth-friendly activities in an area of the city that is often labeled unsafe. Additionally, the experience at FHC is leadership-driven, positioning high school leaders to become “job ready” by the time they complete high school. With the unemployment rate on the near eastside of Indianapolis averaging 16% (more than double the Marion County unemployment rate of 7%), job readiness is a critical part of a student’s journey between high school and the workplace.

Table 1.2: *2019 LEA Subject-specific performance table

Subject Area	State Average	Paramount Brookside Average
English/Language Arts Proficiency	48.9%	65.1%
Mathematics Proficiency	48.7%	80%
Science Proficiency	47.4%	40.3%
Social Studies Proficiency	46%	15.2%
Reading Proficiency	87.3%	93.3%

Subject Area	State Average	Paramount Cottage Home Average
English/Language Arts Proficiency	48.9%	83.9%
Mathematics Proficiency	48.7%	69.4%
Science Proficiency	47.4%	N/A
Social Studies Proficiency	46%	N/A
Reading Proficiency	87.3%	94.7%

Subject Area	State Average	Paramount Englewood Average
English/Language Arts Proficiency	48.9%	N/A
Mathematics Proficiency	48.7%	N/A
Science Proficiency	47.4%	N/A
Social Studies Proficiency	46%	N/A
Reading Proficiency	87.3%	N/A

**2019-20 tests were canceled due to COVID-19. 2018-2019 data is the last available state data.*

Table 1.3: 2019-2020 LEA Racial Breakdowns

School Demographics	Paramount Brookside
Asian	0.4%
Black/African American	49.5%
Hawaiian or Pacific Islander	0.1%
Hispanic	15.8%
Multiracial	10.5%



Native American	0.0%
White	23.7%

School Demographics	Paramount Cottage Home
Asian	0%
Black/African American	68.9%
Hawaiian or Pacific Islander	0%
Hispanic	14.1%
Multiracial	5.2%
Native American	0%
White	11.9%

School Demographics	Paramount Englewood
Asian	0%
Black/African American	63.6%
Hawaiian or Pacific Islander	0%
Hispanic	14%
Multiracial	2.8%
Native American	0%
White	19.6%

Table 1.4: 2019-2020 LEA and Felege Hiywot Center Subgroups

Paramount Brookside Subgroups	Percentage
Economically Disadvantaged	78.4%
English Learners	7.9%
Student with Disabilities	15.9%
Paramount Englewood Subgroups	Percentage
Economically Disadvantaged	84.1%
English Learners	6.5%
Student with Disabilities	10.3%
Paramount Cottage Home Subgroups	Percentage
Economically Disadvantaged	88.9%
English Learners	5.9%
Student with Disabilities	17.8%



Felege Hiywot Center Subgroups	Percentage
Economically Disadvantaged	95%
English Learners	10%
Student with Disabilities	5%

Matriculation and Mobility

Each year, Paramount Schools of Excellence graduate out the top grade in the school and move in new students in the lowest grade served. In a K-8 school, that represents more than 10 percent (more than 115 students) of the existing population replaced annually. Additionally, student mobility rates (the rate at which students leave the school due to circumstances beyond their control) is 20% annually (or 230 students). This means that more than 30% (345+) of the school population is new to PSOE every year. With the annual recycling of 30% of the school population, student learning is constantly in jeopardy. As such, PSOE relies heavily on its ability to increase a student’s academic readiness in a single year, so every student has the opportunity to achieve at or near their expected level regardless of mobility or matriculation. This effort requires extra time and care for the student population, which explains the urgent need for the afterschool and extended time Engage More 21st CCLC programming.

Current Programming:

PSOE currently runs a school day from 8 AM to 3:30 PM from (approximately) August to June. The nearby Brookside Community Center (46201), Edna Martin Christian Center (46218), Boner Center (46201), and Legacy Center (46202) all provide some programming for K-8 students beyond those hours, but the level of programming is geared more to high school and whole-family engagement. A large service gap persists in 46201, 46202, and 46218 for K-8 students in need of afterschool and out-of-school opportunities since many of these community centers are not setup to allow younger children to autonomously float in and out as they desire. Furthermore, they are not designed to cater to academic enrichment and STEM below the high school level, with the exception of the occasional “one-off” program. Additionally, should there be a great opportunity for younger students to attend, transportation is a serious limiting factor.

Because PSOE, a recognized LEA in the state of Indiana, has students on hand during the day, the extension of an afterschool program fills this service gap without a need for additional logistical hurdles. The graph below outlines current out-of-school programming at PSOE and FHC, and how an expansion to the Engage More 21st CCLC program would increase capacity.

Enhance or Expand

The table below (Table 1.4) describes how this Engage More grant proposal will enhance or expand current out-of-school time programs available for youth at PSOE and FHC. This table includes names, service and availability (schedules, number of students served), and whether the proposed program will expand or enhance the current programming.



Table 1.5: Enhancing and expanding current programming

Program Partner:	Current Programs: NOT 21st CCLC	Enhancing/expanding programs: Programming changes and students served.	New Schedule with program enhancement/expansion
PSOE Schools Grades K-8	<p>Green Team</p> <ul style="list-style-type: none"> 45 students every Wednesday for 45 minutes. <p>Sports: 115 students yearly. Sports vary.</p> <p>Farm team involves students as finances allow. Goal: 30 students engaged on the farm in summer.</p>	<p>Expand: 12-hours/week afterschool extended day programming: Tutoring with STEM & Robotics</p> <ul style="list-style-type: none"> 245 students, 12 staff, 90 middle school students, 155 Elementary students, 120 min for 141 days annually. <p>Expand & Enhance: Summer session at the PSOE farms at PBR and PCH:</p> <ul style="list-style-type: none"> Six staff support 45 MS and 3 HS students for 40 days each summer break for STEM & env. sci. 	<p>After school Tutoring: 3, 50-day sessions</p> <p>Session schedule: 1) August-November 2) November-February 3) February-May</p> <p>Weekly session schedule: M-Th 3:30 - 6:00 & Friday 3:30 – 5:30</p> <p>Summer Program: 8-week summer program from June through July. M-F: 8 AM – 12:00 PM 40 days total.</p>
YMCA Grades K-8	<p>YMCA Before/after Care</p> <ul style="list-style-type: none"> 40 Students AM & PM – 6:15AM - 6:00 PM <p>YMCA coverage for breaks and summer: Provides care for parents during PSOE school breaks and camp opportunities during the summer months.</p>	<p>Enhance: YMCA afterschool expanded with curriculum alignment and staff for school STEM priority.</p> <ul style="list-style-type: none"> 1 new staff hire in each school for 40 K-8 students for tutoring: 12 hours per week per school for 141 days. <p>Expand: Include YMCA Farm experiences in afterschool:</p> <ul style="list-style-type: none"> 30 min. rotations each afternoon: 141 days. 	<p>After school YMCA program aligns with school tutoring: Three sessions of 50-days during the school year:</p> <p>Weekly session schedule: M-Th 3:30 - 6:00 & Friday 3:30 – 5:30</p>
FHC Grades 5-12	<p>Ongoing garden program with rotations of</p>	<p>Enhance:</p> <ul style="list-style-type: none"> Extended Day, Summer, Intersession, Breaks aligned to PSOE 	<p>Summer Program: 8-week summer program from June through July. M-F: 8 AM – 12:30 PM</p>



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	<p>neighborhood students.</p> <p>Summer camps for area youth with high school leaders.</p> <p>Out of school year-round program for HS and rising MS students.</p>	<ul style="list-style-type: none"> ○ Three staff for 10 rising PSOE MS students and 10 HS students for 40 days for summer STEM/urban farming. ● Three staff for Non-holiday Saturdays, Fall/Spring Breaks: 5 MS and 10 HS students each: <ul style="list-style-type: none"> ○ Minimum 40 days at 4.5 hours/day annually to align with PSOE. 	<p>40 days total.</p> <p>Fall and Spring breaks are 1-week. FHC will support these breaks in alignment with the PSOE annual calendar. 2 weeks total from 8 AM – 12:30 PM.</p> <p>All other Saturdays year-round (non-holidays): 8 AM – 12:30 PM</p>
PEMC Grades K-8	<p>Offers trainings, oversight, demonstrations, 4-H qualification, and hands-on experiences onsite.</p>	<p>Enhance & Expand: PEMC will work with sites on qualification for 4-H and 4-H memberships. PEMC will support staffing for ongoing 4-H programming and training on each site.</p> <p>PEMC will align 4-H offerings to each site’s focus on STEM and environmental education throughout the program year.</p>	<p><u>Tutoring & YMCA Support:</u> Weekly rotations: 12/hours per week during each 10-week tutoring session. <u>Fall/Spring Break Support:</u> 1 hour/day during fall and spring breaks (10 days total). <u>Summer Support:</u> 1 hours daily at each site for 8 weeks.</p>
PHDP Grades K-8	<p>Offering partnerships to K-12 schools interested in correlating health and academics and increasing the role of the school nurse in the role of a child’s academic future. Conducting COVID-19 research related to student health.</p>	<p>Expand: Will incorporate an all-year support model at PSOE and FHC: program participants will receive individual health-related attention.</p> <ul style="list-style-type: none"> ○ PHDP will ensure appropriate health screenings are provided for all program participants. ○ PHDP will ensure a nurse is onsite and available to program participants. ○ PHDP will provide health and academic support by tracking participant health. 	<p><u>Tutoring & YMCA Support:</u> Mon-Fri tutoring sessions from 3:30 PM to 6:00 PM. 141 days total</p> <p><u>Fall/Spring Break Support:</u> Mon - Fri fall and spring breaks from 8 AM – 12:30 PM (10 days total) for FHC and 8:00 AM to 4:00 PM for YMCA.</p> <p><u>Summer Support:</u> Mon-Fri during the summer program from 8 AM to 12:30 PM.</p>



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Identified Needs

PSOE has worked closely with the YMCA, FHC, PEMC, and PHDP to assess student needs, using disaggregated student academic data as the leading indicator of ongoing need for STEM as a priority for student growth, achievement, and engagement. Additionally, all program partners have reviewed the Marion County data on poverty, population density, violent crime, safety, lifespan related to zip code, and high school graduation as a metric for future success. All of these indicators point to a need for this multi-sector collaboration on behalf of the students served at PSOE and FHC. A student's zip code should not determine the outcome of a student's life, and programs like this excite all program partners because of the potential for breaking out of the pre-determined mold for a student in 46201, 46202, and 46218.

Through Title I committees held annually at PSOE, students and parents have met and been given the opportunity to voice their opinion on what they want from their PSOE school. They presented transparent concerns for their needs and their desires for this kind of opportunity. They indicated a strong need for more engagement and more extensions of opportunity for their students. PSOE students provided similar feedback, indicating their desire for more hands-on robotics and meaningful experiences on the school farms.

US research has shown that 4-H participation has a statistically significant and positive effect on student passing rates for both the mathematics and reading subtests of state standardized tests (Timko, 2011). Through the help of Purdue Extension Marion County (PEMC), this 21st CCLC Engage More program will incorporate 4-H registration and programmatic participation for all host sites (at PSOE and FHC). With the connections to urban farming and leadership development in the Engage more program, the PEMC and 4-H connection is perfectly suited to help participating students develop agricultural skills and improve leadership and citizenship skills as they prepare for the future.

Lastly, in a time where the word "pandemic" is synonymous with social engagement, the need for health to play a role in the 21st CCLC experience has never been higher. The Paramount Health Data Project (PHDP) is an ESSA level 3, IDOE approved, not-for-profit organization designed to measure the impacts of social determinants of health as an indicator of academic risk, bringing health and academics together to tell a clearer picture of a child's trajectory. In this process, PHDP tracks student health encounters (via the school nurse, school office, or program partner coordinator) and correlates those encounters with academic performance. In addition to making sure there is a qualified nurse engaged in all program components, and all students have appropriate, ongoing health screenings, the PHDP process develops a predictive risk trajectory for the participating student (should one exist). The PHDP process provides support and pathways for partners to intervene faster or with more intensity for students at risk of failure.



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PARTNERSHIPS (5 POINTS, 3 PAGES MAXIMUM)

Project Collaboration

PSOE has utilized two prior 21st CCLC awards to collaborate with the YMCA. Other one-time private funding sources have been used to work with PHDP and FHC to enhance and expand the programs and services students receive. But this application represents partnership collaborations above and beyond any past or one-time or federally funded opportunity by allowing science to bridge a network of urban schools with health, STEM, and afterschool resources. A united effort led by a proven school system that partners with a health agency, county extension office, and culminates at a community center is groundbreaking and speaks to the authenticity and creativity in this proposal. This collaboration with multiple agencies also brings together students who would otherwise never have the chance to interact and learn from one another.

The CEO at Paramount Schools of Excellence and the school principals at PSOE will work seamlessly together in the orchestration of the school site programs for a minimum of 285 K-8 students in the Engage More program, providing facilities, classrooms, tutors, transportation and curricular staffing to cohesively support the work between program partners. Additionally, all program partners have shared authentic relationships with one another for an extended period of time. This has helped to build trust and verify the mission alignment between partner organizations. PSOE, YMCA, and FHC have worked as partners in collaborations since 2011. PSOE and PHDP have been working in tandem for “academic health” since 2013. The PHDP and PSOE hybrid of health alongside urban engagement is a noteworthy national example of serving the “whole child” through their school-age years. PHDP will provide health, data, and nurse support as budgeted components of this program. Lastly, PSOE, FHC, and PEMC have collaborated in events for the past five years.

The addition of Felege Hiywot Community Center (FHC) adds a comprehensive and tangible level of services for students during the summer, weekends, intersessions, extended day field trips, and over breaks. Additionally, FHC adds a summer model for student matriculation for 20 students through high school, and a Saturday and fall/winter break model for an additional 30 students. In this way, the support effort for students can be sustained beyond the reach of the PSOE system. FHC will provide use of their facility in-kind and applicable staff benefits in-kind.

All applicants will partner with 2CL for evaluation. As an experienced site evaluator, PSOE has worked with 2CL for annual site evaluations for the Office of Education innovation. The 21st CCLC site evaluations will be led by 2CL’s LaTonya Turner for the duration of the granting period and a copy of the 2CL MOU has been provided in the appendix.

In addition to partnerships with MOUs in place, PSOE and FHC have partnered with Purdue Extension Marion County (PEMC) on 4-H, leadership training, and summer STEM programming. This partnership has been critical to ensuring that programming for students is high quality and continually improving. The addition of 4-H through the support of PEMC will add strength and cohesion to the program. PEMC will support 4H staff as a budgeted component of this program.



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Identifying Partners

PSOE did not submit an RFP or solicit calls for partnerships for this application. Program partners were identified through naturally occurring relationships surrounding the school's circle of influence. PSOE believes that long lasting partnerships are easier to sustain when partners have a proven alignment of mission and vision. And, after conducting a review of community assets and partnerships, PSOE reached out to four organizational friends for collaboration: PHDP, FHC, PEMC, and YMCA.

Understanding that extended programming was essential to additional student opportunity, PSOE recognized FHC, a community center focused on engaging youth through environmental science, leadership, and mentoring. With all of the recent attention given to PSOE's urban farming initiatives, the Felege Hiywot Center naturally emerged as a connection based on two organizations with similar missions and visions. After meetings between the center and PSOE, as well as running a similar 2013-2018 pilot version of the Boston Food Project, both organizations agreed that this partnership would allow PSOE to expand a short window of student opportunity to a vast landscape of possibility spanning beyond the K-8 years.

Similarly, PSOE has utilized the YMCA for before and after care for more than a decade. While the relationship has been stable and beneficial, both partners realize that the merger between student care and school curriculum can be increased to ratchet up the academic and social impact on a minimum of 40 participating students. This student-centered process was tested in two prior 21st CCLC cohorts at Paramount Brookside and Paramount Community Heights with great success. Since this experience, PSOE has added an additional school and, understanding the power of the relationship when aligned tightly together, looks to the YMCA as a strong partner for future efforts.

The Paramount Health Data Project has its origin at Paramount Schools. Since its inception in 2013, PHDP has since moved out of the school and started its own company to serve and support all schools in Indiana. Because of the initial creation at PSOE, PHDP is a process already streamlined in the school's culture. Both PHDP and PSOE have discussed this program and believe that this partnership brings health to the extended day and to school breaks at PSOE, which is something that solidifies the PSOE dedication to student health, especially in a time of pandemic-driven health concerns.

Because of the frequent visits to the PSOE and FHC farms, Purdue Extension Marion County (PEMC) understands the importance of engaging educational experiences through farming. These visits have led to a growing relationship and a desire for a more intentional, long-lasting partnership. PEMC is excited for the opportunity to join in as a program partner, solidifying their impact on the program participants through additional programming and registering all participating students in Marion County 4-H.

Volunteers

As a network of schools and a 10-year educational program, PSOE has a refined approach to volunteerism. PSOE and all program partners realize the value of diverse experience and external expertise, and encourage volunteer support, especially considering the technical difficulty related to the STEM priority of this proposal. With that, the school is committed to continuing the daily volunteer policy into all afterschool and out of school experiences in the



Engage More 21st CCLC program. With a parent base of more than 800 parents, access to four partner organizations, and countless corporate connections, PSOE will notify all parents, partners, and participant students of volunteer opportunities at the start of every 50-day session and the start of every summer session. Notifications will be made via social media and the PSOE website. Volunteer opportunities will also be posted in all school offices and at FHC.

All volunteers are required to complete background checks through PSOE prior to working with participant students or working on the premises of any program partner as a volunteer.



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PROGRAM DESIGN (15 POINTS, 10 PAGES MAXIMUM)

Recruitment Criteria

All three PSOE schools are qualified as Schoolwide Title I programs. Students in grades K-8 at PSOE identified as at-risk and high-risk based on each school's norm-referenced benchmark tests from the prior spring (for returning students) or (from the fall for new students) will be targeted for extended day and out of school programming. The term "at-risk" is defined as 6% above or below state passing benchmarks. "High-risk" is defined as students performing lower than 6% below the state passing benchmark. The qualifications will factor with full inclusion of race, color, religion, native language, and special needs. Principals, teachers, translators, and school staff who have already established relationships with target students will explain the program to families in school meetings, school conferences, emails, newsletters, and phone communication. All invitations to participate will include students with disabilities and be translated in English and Spanish (and other languages as needed). All schools are in compliance with section 1114 of Title I. All families are notified of school and student status through letters mailed home at the start of each school year. Additionally, the schools and partners will help lead efforts to post program information via parent bulletins, handouts, social media, and email.

While not a school, the FHC recruitment strategy will resemble the PSOE strategy without the benchmarked academic assessments. But the marketing and advertising strategy will replicate the school efforts.

Eligible Schools Served by this 21st CCLC program

All three PSOE schools will participate in this program. Each school is listed below:

- Paramount Brookside: 3020 Nowland Avenue, 46201
- Paramount Cottage Home: 1203 East Saint Clair, 46202
- Paramount Englewood: 3029 East Washington Street, 46201

Community Data: "Demonstrate need for out of school programming".

Per 2020 enrollment data, PSOE schools serve students from 19 area zip codes, but the latest census data indicate that the majority (60%) of the PSOE and FHC student population comes from three primary Indiana zip codes: 46201, 46202, and 46218. These three zip codes represent the three highest percentages of poverty per capita in the state of Indiana. The 46201 area (home to PBR & PEN) contains a population in 31.8% poverty, while 46202 (home to PCH) has 32.73%, and 46218 (home to FHC) has 31.87%. Crime statistics in the three aforementioned zip codes are three times higher than the National average, and three times higher than the Indiana average. Most notable in these differences is the amount of robbery, burglary, and theft. Despite increasing crime, consistent poverty, and high mobility (20%), PSOE has seen a steady increase of enrollment from these areas since August 2010.

PSOE currently runs a school day from 8 AM to 3:30 PM from (approximately) August to June. The nearby Brookside Community Center (46201), Edna Martin Christian Center (46218), Boner Center (46201), and Legacy Center (46202) all provide some programming for K-8 students beyond those hours, but the level of programming is geared more to high school



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and whole-family engagement. A large service gap persists in 46201, 46202, and 46218 for K-8 students in need of after school and out of school opportunity since many of these community centers are not setup to allow younger children to autonomously float in and out as they desire. Furthermore, they are not designed to cater to academic enrichment and STEM below the high school level, with the exception of the occasional “one-off” program. Additionally, should there be a great opportunity for younger students to attend, transportation is a serious limiting factor.

In spite of the math and reading success, science remains a subject area showing academic deficiency at Paramount Schools of Excellence (performing 7% lower than state averages). Because of the ongoing urgency behind language arts, reading, and mathematics instruction, PSOE finds it hard to allot additional time to meet student needs in science and social studies. In the Engage More 21st CCLC program, PSOE will seek to improve these scores, moving them above state averages, coinciding with the rest of the impressive student growth.

Parental Involvement

21st CCLC grantees are required to serve adult family members of those youth who are actively participating in and affiliated with the regular 21st CCLC program. To honor this component, the PSOE Family Allies Engagement Teams (FACT) at each site will dedicate one hour each day throughout the 180-day school year to family engagement for the Engage More program. The goal of FACT at PSOE is to build bridges of trust between the family and school. Each day, the FACT team will utilize the school’s targeted student list for 21st CCLC participation and promote the program through phone calls, emails, and home visits. The FACT team will assist the school, hosting parent info nights at each host site (PBR, PCH, PEN, and FHC) at the start of every school year. These informational sessions will allow targeted families and other families interested in the program to receive all program information, schedules, and calendars. Additionally, PSOE & FACT will host two STEM and Literacy nights called, “Family Jams” for participating parents to join their students on site for hands-on learning and demonstrations with program educators. Pending health regulations for site-based activities, these events will be held in October and February each year and provide food and drinks for all participants. In the event that onsite activities like this are restricted due to public health concerns, the events will be held virtually on Zoom for all participating families.

Snacks and/or Meals

For the Engage More program, all meals and snacks will have prior approval by the US Department of Agriculture (USDA) and the IDOE Office of School and Community Nutrition. PSOE will coordinate with the YMCA (via Indy Parks) to provide nutritious pre-packaged dinners for participating students in the afterschool program. PSOE will continue this effort in the summer, on school breaks, and on program Saturdays, providing breakfast and lunch as program hours dictate. Whenever there is a delay in service or an anticipated stoppage of food service, PSOE will donate in-kind prepackaged meals via Aramark (the school’s FSMC vendor) to continue to meet all regulatory requirements met daily for the National School Lunch Program daily. Meals for FHC will be provided at no cost via Chef for Hire, a local company working with the city of Indianapolis that specializes in regulatory compliant complete meals.



Weekly Schedule:

The weekly schedule is provided below for each site (with the three PSOE sites following the same annual schedules) in the grant application via the tables below. The PSOE FACT teams are not listed the program schedule. Their role is family engagement for one hour each school day during the academic year, which happens prior to all Engage More after school and out of school programming. The PHDP program happens simultaneously with all listed programming and will track all nurse-based health encounters and correlate academic achievement data throughout the duration of all scheduled times in the tables below (Tables 1.6 through 1.10).

Separate schedules (Tables 1.9 and 1.10) are also broken out below for each host site and for summer or intersession (e.g., spring break, fall break) and program Saturdays.

Table 1.6: PSOE Site 1: Paramount Brookside Afterschool Program

Activity Name/Dates	Weekly Schedule	Total Hours	Program Specifics
After School Tutoring 100 Students K-8 Three sessions: (1) Aug 30 – Nov 5 (2) Nov 29 -Feb 18 (3) Feb 28- May 14	M-Th 3:30-6:00 & Fridays 3:30-5:30 during each 10- week session.	12-hours weekly for three 10-week sessions totaling 360 hours.	30-min. for literacy via MyOn Reader & 75-min. (45-Min. on Fridays) for STEM via Science Explorers & VEX-IQ. 15 min. for dinner.
YMCA Aftercare 20 Students K-8 Three sessions: (1) Aug 30 – Nov 5 (2) Nov 29 -Feb 18 (3) Feb 28- May 14	M-Th 3:30-6:00 & Fridays 3:30-5:30 during each 10- week session.	12-hours weekly for three 10-week sessions totaling 360 hours.	Aligned program with PSOE as shown above.
PBR Urban Farm Rotations of Students Three sessions: (1) Aug 30 – Nov 5 (2) Nov 29 -Feb 18 (3) Feb 28- May 14	Monday & Wednesday from 4:00-5:00 during each 10-week session.	2-hours weekly for three 10-week sessions totaling 60 hours.	60-min. rotations from a rotating group of participants (from YMCA and PSOE) twice weekly with PEMC 4-H staff

Table 1.7: PSOE Site 2: Paramount Cottage Home after school program

Activity Name/Dates	Weekly Schedule	Total Hours	Program Specifics
After School Tutoring 50 Students K-4 Three sessions: (1) Aug 30 – Nov 5 (2) Nov 29 -Feb 18 (3) Feb 28- May 14	M-Th 3:30-6:00 & Fridays 3:30-5:30 during each 10- week session.	12-hours weekly for three 10-week sessions totaling 360 hours.	30-min. for literacy via MyOn Reader & 75-min. (45-Min. on Fridays) for STEM via Science Explorers & VEX-IQ. 15 min. for dinner.



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YMCA Aftercare 10 Students K-4 Three sessions: (1) Aug 30 – Nov 5 (2) Nov 29 -Feb 18 (3) Feb 28- May 14	M-Th 3:30-6:00 & Fridays 3:30-5:30 during each 10- week session.	12-hours weekly for three 10-week sessions totaling 360 hours.	Aligned program with PSOE as shown above.
PCH Urban Farm Rotations of Students Three sessions: (1) Aug 30 – Nov 5 (2) Nov 29 -Feb 18 (3) Feb 28- May 14	Monday & Wednesday from 4:00-5:00 during each 10-week session.	2-hours weekly for three 10-week sessions totaling 60 hours.	60-min. rotations from a rotating group of participants (from YMCA and PSOE) twice weekly with PEMC 4-H staff

Table 1.8: PSOE Site 3: Paramount Englewood after school program

Activity Name/Dates	Weekly Schedule	Total Hours	Program Specifics
After School Tutoring 50 Students 5-8 Three sessions: (1) Aug 30 – Nov 5 (2) Nov 29 -Feb 18 (3) Feb 28- May 14	M-Th 3:30-6:00 & Fridays 3:30-5:30 during each 10- week session.	12-hours weekly for three 10-week sessions totaling 360 hours.	30-min. for literacy via MyOn Reader & 75-min. (45-Min. on Fridays) for STEM via Science Explorers & VEX-IQ. 15 min. for dinner.
YMCA Aftercare 10 Students 5-8 Three sessions: (1) Aug 30 – Nov 5 (2) Nov 29 -Feb 18 (3) Feb 28- May 14	M-Th 3:30-6:00 & Fridays 3:30-5:30 during each 10- week session.	12-hours weekly for three 10-week sessions totaling 360 hours.	Aligned program with PSOE as shown above.
PBR/PCH Urban Farm Rotations of Students Three sessions: (1) Aug 30 – Nov 5 (2) Nov 29 -Feb 18 (3) Feb 28- May 14	Monday & Wednesday from 4:00-5:00 during each 10-week session.	2-hours weekly for three 10-week sessions totaling 60 hours.	60-min. rotations from a rotating group of participants (from YMCA and PSOE) twice weekly with PEMC 4-H staff

Table 1.9: Site 4: FHC: Saturday & Intersession programs during the school year

Activity Name/Dates	Weekly Schedule	Total Hours	Program Specifics
FHC Saturday Sessions (excluding summer, holidays, and fall/spring break): 30 Saturdays annually.	Eligible Saturdays: 8:00-12:30	4.5 hours weekly for 30 weeks totaling 135 hours.	30-min. for social mentoring and 3.5 hours for environmental science exploration at



15 MS & HS Students			the FHC garden center. 30 minutes for real talk and lunch.
FHC Fall/Spring Break Program. 15 MS & HS Students Two sessions: (1) October 26-30 (2) March 29-Apr 2	Mon – Fri 8:00-12:30	22.5 hours weekly for two weeks totaling 45 hours.	30-min. for social mentoring and 3.5 hours for environmental science exploration at the FHC garden center. 30 minutes for real talk and lunch.

Table 1.10: FHC & PSOE: 8-week summer programs listed for each site

Activity Name/Dates	Weekly Schedule	Total Hours	Program Specifics
Site 1: PBR Summer 8-week Urban Farm Experience: PBR Farm: June 1 to July 26 24 MS Students: 2 HS Focus: Teamwork, gardening, beekeeping, chickens, goats, cheesemaking, and health.	Mon-Fri from 8:00-12:00	20-hours weekly for 8 weeks totaling 160 hours.	30-min. for env. science lesson and breakfast, then 3 hours for env. science exploration at the PBR farm. 30 minutes for real talk and lunch.
Site 2: PCH Summer 8-week Urban Farm Experience: PCH Farm: June 1 to July 26 18 area MS Students: 1 HS Focus: Teamwork, gardening, beekeeping, goats, cheesemaking, and health.	Mon-Fri from 8:00-12:00	20-hours weekly for 8 weeks totaling 160 hours.	30-min. for env. science lesson and breakfast, then 3 hours for env. science exploration at the PCH farm. 30 minutes for real talk and lunch.
Site 3: PEN Summer 8-week Urban Farm Experience: At PBR & PCH Farms: June 1 to July 26 10 MS Students	Mon-Fri from 8:00-12:00	20-hours weekly for 8 weeks totaling 160 hours.	30-min. for env. science lesson and breakfast, then 3 hours for env. science exploration at the PBR & PCH gardens.



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Focus: Teamwork, gardening, beekeeping, tending goats, chickens, cheesemaking, and health.			30 minutes for real talk and lunch.
FHC Saturday Sessions (excluding summer, holidays, and fall/spring break): 30 Saturdays annually. 15 MS & HS Students	Eligible Saturdays: 8:00-12:30	4.5 hours weekly for 30 weeks totaling 135 hours.	30-min. for social mentoring and 3.5 hours for environmental science exploration at the FHC garden center. 30 minutes for real talk and lunch.
Site 4: FHC Summer 8-week Farm & STEM: 20 MS & HS Students 8 Weeks: June 1 – July 26 Focus: Teamwork, gardening, beekeeping, chickens, food distribution, and health.	Mon – Fri 8:00-12:30	22.5 hours weekly for 8 weeks totaling 180 hours.	30-min. for social mentoring and 3.5 hours for environmental science exploration at the FHC garden center. 30 minutes for real talk and lunch. PEMC 4-H collaboration twice weekly during the summer for 1 hour on Tues & Thur.

Alignment to Standards:

All Engage More 21st CCLC activities will align to expectations within the Indiana Afterschool Standards. The program will also be implemented in alignment to Indiana Academic Standards, with an emphasis on Science and Engineering Process Standards (SEPS) as outlined by the Indiana Department of Education. Standards “SEPS.1” through “SEPS.4” will be the STEM focus for this program for K-8 students, with “SEPS.1-SEPS.8” expected for FHC high school participants. For English/language arts, students will spend a portion of their afterschool time engaging in fluency and comprehension, meeting Indiana Academic Standard RF.1 at each grade level.

Each site-based program in the schools, led and implemented by the site coordinators, will be directly aligned to Science Explorers. Additionally, PSOE’s math and science curriculum will be leveraged for alignment to state SEPS standards between the PSOE extended day work and the YMCA aftercare programs. This alignment will allow homework and Indiana Academic Standard-driven coursework to be utilized in a consistently correlated academic structure. All



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school sites will add Vex IQ robotics and MyOn reading as additional science and literacy extensions to the classroom experience.

While both PSOE and FHC (and all other program partners) believe in following all Indiana Afterschool Standards, they believe that this program should stand out as a model exemplar by exceeding expectations in the following list of after school standards:

- Standard 1: Relate to all children and youth in positive way
- Standard 2: Staff respond appropriately to the individual needs of all children
- Standard 13: Programs are intentional about supporting and accelerating student learning
- Standard 21: The program provides an environment that protects and enhances the health of all children and youth
- Standard 28: Program policies and procedures are in place to protect the safety of all children and youth.

Staff Recruitment and Retention:

The following tables show a detailed recruitment & retention plan for 21st CCLC staff.

Table 1.11: Engage More 21st CCLC detailed staff recruitment plan

Plan Date	Activity	Method of Dissemination	Anticipated participation
Upon Award Notification	Posting notice of new positions for the fall along with the notice of program award	School, FHC, PEMC, PHDP, YMCA newsletters and email lists	Host and partner marketing teams and site coordinators
June 1	Holding first hiring fair for new positions	School, FHC, PEMC, PHDP, YMCA newsletters and email lists, local community centers, and social media	Community, school families, existing school and FHC staff, and program partners
August 1	Final announcement of any remaining staff positions needing filled	School, FHC, PEMC, PHDP, YMCA newsletters and email lists, local community centers, and social media	Existing hires and potential hires responding to advertisement
February 1	Mid-year staff appreciation event	Staff emails	All 21 st CCLC Engage More staff
May 15	End of Year celebration	Staff emails	All 21 st CCLC Engage More staff



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All program hiring will be done without discrimination for race, color, religion, national origin, or sex. Site leaders will utilize all online platforms available to them (LinkedIn, Indeed, IDOE, etc.) for job posting, as well as actively attending recruiting fairs at community centers, churches, local colleges and universities. All those recruiting new hires will take into account opportunities provided by alternative certification programs or similar work experience. More than anything, leaders in the Engage More 21st CCLC program will *unapologetically* hire for diversity. They should not feel guilty seeking highly qualified minority candidates in order to directly reflect our diverse student population. Most hires will be made by site principals, who must hire from an informed, culturally responsive orientation to ensure success for all students. PSOE principals must match their actions to the schools’ mission statements and hire the staff needed to achieve increased levels of student success in the program.

Table 1.12: Engage More 21st CCLC Detailed Staff Retention Plan

Plan Date	Activity	Time	Description
August 1	Professional Development	8 hours	Providing adequate opportunity for new hires to fully understand how to succeed in their role.
February 1	Mid-year staff appreciation event	2 hours	Staff party with food, drink, and site “swag” giveaways at each site.
January 4	Mid-year staff 1-1 meetings	30 minutes per staff member	Site coordinators will meet with each staff member to check in and make sure their needs are being met.
May 15	End of Year celebration	2 hours	Staff party with food, drink, and site “swag” giveaways at each site. End of year awards will be given for all staff, recognizing the unique contributions they have brought to the program.
June 1	New contract Meetings	30 minutes per staff member	Site coordinators will meet with each staff member, offering renewed staff a



			minimum 4% raise for retention and requesting feedback for how the program could be implemented more effectively in the coming year.
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As an example of pay-based retention, the following salary scale example illustrates this program’s entry point of \$14.13/hour (with a 4% annual raise for program staff who perform at acceptable levels and desire to return for the following year). Additional entry points are set at \$16.67 for PHDP and PEMC staff, and \$20.00 for coordinators, nurses, and managers. The table below also demonstrates how annual stipend pay for program staff in the largest portion of the program (141-day afterschool tutoring) is calculated at the three PSOE sites.

Table 1.13: CCLC Staff: Hourly salary rates for 141-day after school program

Title	Daily AVG 4-hours	Hourly Rate	Annual \$
PSOE-FACT Staff, PSOE & FHC Farm staff, YMCA staff	\$56.52	\$14.13	\$ 8,478.00
CCLC Y2	\$58.78	\$14.70	\$ 8,817.12
CCLC Y3	\$61.13	\$15.28	\$ 9,169.80
CCLC Y4	\$63.58	\$15.89	\$ 9,536.60
PHDP Staff, PEMC 4-H Staff, PSOE Certified Classroom Tutors	\$66.68	\$16.67	\$ 10,002.00
CCLC Y2	\$69.35	\$17.34	\$ 10,402.08
CCLC Y3	\$72.12	\$18.03	\$ 10,818.16
CCLC Y4	\$75.01	\$18.75	\$ 11,250.89
Site Coordinators, Nurses, Program Managers	\$80.00	\$20.00	\$ 12,000.00
CCLC Y2	\$83.20	\$20.80	\$ 12,480.00
CCLC Y3	\$86.53	\$21.63	\$ 12,979.20
CCLC Y4	\$89.99	\$22.50	\$ 13,498.37



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The next table (1.14) also demonstrates annual stipend calculations for program staff in the summer portion of the program (40-days) at PBR, PCH, and FHC. The hourly calculations for this table also represent stipend rates for fall/spring break at FHC and Saturdays at FHC.

Table 1.14: CCLC Staff: Hourly salary rates for 8-week summer program & breaks

Title	Daily at 4-hours (PSOE)	Daily at 4.5-hours (FHC)	Hourly	Summer (FHC) \$	Summer (PSOE) \$
PSOE & FHC Farm staff	\$56.52	\$63.59	\$14.13	\$ 2,260.80	\$2,543.40
CCLC Y2	\$58.78	\$66.13	\$14.70	\$ 2,351.23	\$2,645.14
CCLC Y3	\$61.13	\$68.77	\$15.28	\$ 2,445.28	\$2,750.94
CCLC Y4	\$63.58	\$71.52	\$15.89	\$ 2,543.09	\$2,860.98
PHDP Staff, PEMC 4-H Staff	\$66.68	\$75.02	\$16.67	\$ 2,667.20	\$3,000.60
CCLC Y2	\$69.35	\$78.02	\$17.34	\$ 2,773.89	\$3,120.62
CCLC Y3	\$72.12	\$81.14	\$18.03	\$ 2,884.84	\$3,245.45
CCLC Y4	\$75.01	\$84.38	\$18.75	\$ 3,000.24	\$3,375.27
Site Coordinators, Nurses, Program Managers	\$80.00	\$90.00	\$20.00	\$ 3,200.00	\$3,600.00
CCLC Y2	\$83.20	\$93.60	\$20.80	\$ 3,328.00	\$3,744.00
CCLC Y3	\$86.53	\$97.34	\$21.63	\$ 3,461.12	\$3,893.76
CCLC Y4	\$89.99	\$101.24	\$22.50	\$ 3,599.56	\$4,049.51

Benefits Note:

Because of the complexity of the staffing model and the likelihood that a majority of program staff will also be employees of PSOE, YMCA, and FHC, any applicable program staff benefits will be covered in-kind by Paramount Schools of Excellence for programs at PSOE schools and by the Felege Hiywot Center for programs at FHC. All other staffing stipend expenses are listed in the program budget.



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EVIDENCE OF PREVIOUS SUCCESS (7.5 POINTS; 5 PAGES MAXIMUM)

In addition to a long-term aftercare partnership with YMCA, PSOE has operated four prior programs through community partnership that help illustrate the school's evidence of previous success. In 2011, PBR was awarded a KIB Kid's Club Grant. This was a three-year grant that initiated the formation of an out-of-school kids' club focused on green practices and gardening. Over the course of three years, 50 students met weekly in spring and fall to maintain the 5.1-acre school site utilizing STEM practices to connect to state academic standards. PBR also piloted the STEAM program as a STEM summer initiative in 2013. This program piloted 12 students through its inaugural 8 weeks, maintaining attendance and setting up the enthusiasm and recruitment for the proposed 8-week, 24-student program each summer since 2013.

All program participants have shown evidence of prior academic success as mandated in this grant application. Most notably, PSOE's PBR campus has earned the distinction of an "A School" by the Indiana Department of Education for the past seven years and has been named a National Blue-Ribbon School by the US Department of Education. Additionally, the PCH campus earned the top corporation scores in the state on the 2019 ILEARN exam.

Evidence of prior successful attainment of attendance and academic outcomes

Both PBR and PCH have held 21st CCLC cohort grants that utilized a collaboration with the YMCA over the past six years. PCH is finishing its final year at the time of this application. Given that PBR received a prior 21st CCLC grant in 2014-18, for the purposes of their partnership with all PSOE schools in this proposal, additional attendance indicators specific to students served by the 21st CCLC programs and services are a priority. Attendance had been one area of dramatic growth for PBR's students served by the prior 21st CCLC grant. In 2014-2015 there was 51% attendance across all programs and services, in 2015-2016 there was an 82% attendance rate across all programs, and in 2016-2017 PBR finally reached its attendance target of 100% attendance across all 21st CCLC programs and services. An analysis of past data did reveal that 59% (71 out of 120) of students enrolled in the program either improved their grade from fall 2014 to spring 2015 or maintained a "B" or higher grade in the course. As with the Math grades, many students (21%, or 25 out of 120) improved a full letter grade.

Strong program performance was also found in social/behavioral outcomes at both sites, with PBR students showing increased self-esteem, improved attendance, and a decrease in behavioral referrals. This pattern was also noted at PCH, with students showing fewer referrals and reporting that they had set goals for their future due to their participation in the 21st CCLC program. Finally, parents at both sites reported greater use of resources available to them through the school, as well as consistent attendance at parent/teacher conferences. Having provided previous 21st CCLC programming at two sites in the prior six years: the required executive summaries for each program are included for both sites below.

Executive summaries from past 21st CCLC Programs (next page)



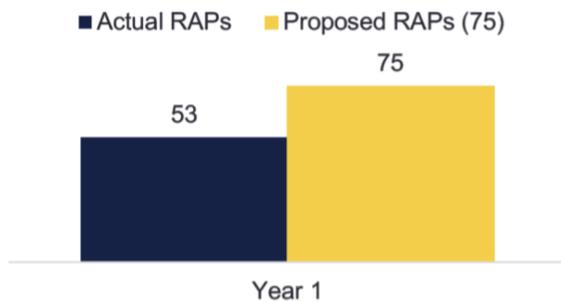
21ST CCLC

Paramount Community Heights | Cohort 8
 Paramount Community Heights
Now Called Paramount Cottage Home

Executive Summary
 2018-2019

Program Participation and Participant Characteristics

School-Year Attendance



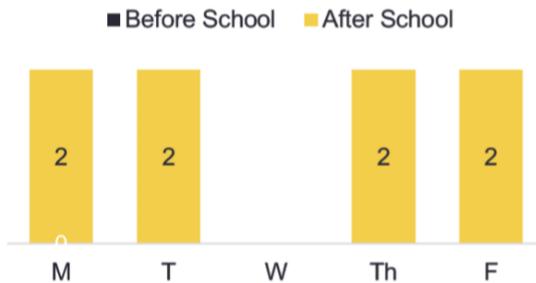
Race

Among 2018-2019 RAPs



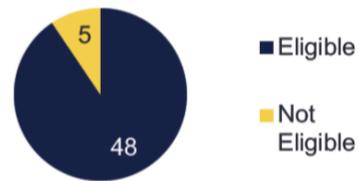
Program Hours Offered per Week

2018-2019 School Year



Free and Reduced Lunch

Among 2018-2019 RAPs



Total Attendance Days: **96**
 (2018-2019 School Year)

Participant Grade Level

Among 2018-2019 RAPs

- Elementary School: **53**
- Intermediate/Middle School: **N/A**
- High School: **N/A**

Opportunities for 2019-2020

Increase Number of RAP's to Meet Attendance Goal: At the present time Paramount Community Heights has not met the stated attendance goal of 75 regular attending participants, however that may be due to the first-year status of both the school and the CCLC program. Paramount Community Heights has added students for the 2019-20 academic year, and as the school grows it is likely that the afterschool program will grow with it.

Leverage Community Resources & Partnerships: The current programmatic content is provided by Paramount Community Heights staff. Additional content provided by community members and community resources would help with sustainability, providing some relief for Paramount Community Heights staff who are currently spending long days at the school. The additional content could be in the form of special events that occur in one session, or more sustained one- or two-week programs that would engage student interest.



2018-2019 Performance Measure Progress

Academic Outcomes

Outcome	Target	Performance Measure
74%	20%	of RAPs will earn a B or higher or show improvement in English Language Arts from fall to spring.
83%	20%	of RAPs will earn a B or higher or show improvement in math from fall to spring.
70%	20%	of RAPs demonstrate GROWTH in on the English/Language Arts portion of AIRWays (3-5) or mClass (K-2) from fall to spring.
100%	20%	of RAPs demonstrate GROWTH in on the math portion of AIRWays (3-5) or mClass (K-2) from fall to spring.
97%	20%	of RAPs will earn a B or higher or show improvement in science from fall to spring.

Social/Behavioral Outcomes

Outcome	Target	Performance Measure
83%	50%	of K-5 RAPS will decrease the number of school day referrals from fall to spring or will maintain 0 referrals a month from fall to spring during the current school year.
93%	50%	of RAPs in grades 3-5 will report that they have set goals for their future during the afterschool program.

Family Engagement Outcomes

Outcome	Target	Performance Measure
58%	50%	of parents of RAPs will access online information or utilize available resources related to their child's academic process.
100%	70%	of parents will attend a parent/teacher conference at their student's school.



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21st CCLC Program Paramount School of Excellence (Cohort 7, Year 3) PBR 2016-2017 EXECUTIVE SUMMARY

Students Served by the Program Site During Grant Cycle

Attendance Category	Year 1	Year 2	Year 3	Year 4
Attendance Target	100	100	100	--
Less than 30 days	38	20	0	--
30-60 days	36	5	0	--
60 or more days	75	119	113	--
Total	149	144	113	--

2016-2017 Progress Toward Academic Performance Measures

Result	Performance Measure and Annual Target
8%	Spring proficiency rates on the English/Language Arts portion of ACUITY C will increase from fall proficiency rates by more than 3% in year 3 of the program.
12%	Spring proficiency rates on the math portion of ACUITY C will increase from fall proficiency rates by more than 3% in year 3 of the program.
58%	70% of students will maintain a "B" or better or improve their math grade: fall 2016 to spring 2017.
56%	70% of students will maintain a grade of "B" or better or improve their language arts grade from fall 2016 to spring 2017.
70%	70% of middle school students will maintain a grade of "B" or better or improve their science grade from fall 2016 to spring 2017.
61%	Elementary students will attend the program at least 60 days or more during the school year during year 3 of the program and show longitudinal in-school attendance improvement.
68%	Middle School students will attend the program at least 30 days or more during the school year during year 3 of the program and show longitudinal in-school attendance improvement.
33%	Enrolled students will show a 10% annual decrease in PSOE behavioral referrals.
80%	80% of students self-reporting improved behavior and self-esteem.
48%	50% of the parents of 21st CCLC regular participants will begin accessing online information and utilizing available resources related to their child's academic progress by the spring of 2017.
72%	A "meets-expectation" score of 80% or greater on an annual parent satisfaction survey.

2016-2017 Program Site Successes

- Paramount School of Excellence 21st CCLC program has met or exceeded the enrollment goal in all three years of the program.
- One hundred percent of students who participated in the after-school program participated for more than 60 days.
- Paramount School of Excellence has met the goal of 70% of students showing an improved letter grade or a steady "B" or above in science grade.
- The overall attendance rate for the 2016-17 academic year (fall & spring) never fell below 80% for all students attending the after-school program.
- Students attending the CCLC after school program showed a 12% improvement in math proficiency rates from fall to spring testing and an 8% increase in language arts, making this the second year that PSOE students have exceeded the anticipated progress toward the educational goals.



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21st CCLC Program Paramount School of Excellence (Cohort 7, Year 4)

PBR 2017-2018 EXECUTIVE SUMMARY

Students Served by the Program Site During Grant Cycle

Attendance Category	Year 1	Year 2	Year 3	Year 4
Attendance Target	100	100	100	100
Less than 30 days	38	20	0	120
30-60 days	36	5	0	59
60 or more days	75	119	113	11
Total	149	144	113	190

2017-2018 Progress Toward Academic Performance Measures

Result	Performance Measure and Annual Target
11%	Spring proficiency rates on the English/Language Arts portion of ACUITY C will increase from fall proficiency rates by more than 3% in year 3 of the program.
21%	Spring proficiency rates on the math portion of ACUITY C will increase from fall proficiency rates by more than 3% in year 3 of the program.
68%	70% of students will maintain a grade of “B” or better or improve their math grade from fall 2017 to spring 2018.
72%	70% of students will maintain a grade of “B” or better or improve their language arts grade from fall 2017 to spring 2018.
75%	70% of middle school students will maintain a grade of “B” or better or improve their science grade from fall 2017 to spring 2018.
78%	Elementary students will attend the program at least 60 days or more during the school year during year 4 of the program and show longitudinal in-school attendance improvement.
38%	Middle School students will attend the program at least 30 days or more during the school year during year 4 of the program and show longitudinal in-school attendance improvement.
17%	Enrolled students will show a 10% annual decrease in PSOE behavioral referrals.
75%	80% of students self-reporting improved behavior and self-esteem.
45%	50% of the parents of 21st CCLC regular participants will begin accessing online information and utilizing available resources related to their child’s academic progress by the spring of 2018.
84%	A “meets-expectation” score of 80% or greater on an annual parent satisfaction survey.

2017-2018 Program Site Successes

- Paramount School of Excellence 21st CCLC program has met or exceeded the enrollment goal in all four years of the program.
- Paramount School of Excellence has met the goal of 70% of students showing an improved letter grade or a steady "B" or above in science.
- Paramount School of Excellence has met the goal of 70% of students showing an improved letter grade or a steady “B” or above in language arts.
- Students attending the CCLC after school program showed a remarkable 21% improvement in math proficiency rates from fall to spring testing and an 11% increase in language arts, making this the third year that PSOE students have exceeded the anticipated progress toward the educational goals.



PROGRAM IMPLEMENTATION (15 POINTS; 5 PAGES MAXIMUM)

Evidence Based Programming:

The Engage More 21st CCLC program will incorporate and implement evidence-based programming through the use of a collaborative, shared curriculum. All three PSOE schools utilize Core Knowledge Language Arts and Reading in Kindergarten and 1st grade. Pearson MyView is used for language arts and reading in grades 2-5. Middle school utilizes McGraw Hill’s Study Sync for language arts and reading. These curricula are nationally recognized, evidence-based programs proven to provide essential and standards-driven sequencing in their content area. MyOn Reader and Science Explorers will be used added to this curriculum for after school and out of school learning to augment the school’s approach to literacy and STEM.

In the tables below, all objectives, activities, performance measures and assessment strategies for each proposed 21st CCLC program goal are listed for each site. Some objectives, performance measures, and activities differ between elementary and middle school, and are listed in their respective tables. Each program goal has a minimum of two objectives, and all performance measures are measurable, specific, timely, challenging, and achievable.

FHC will also implement MyOn and Science Explorers into their out-of-school programming. But they are not a school, so they cannot measure academic achievement utilizing standardized assessments or report cards. That said, their goals, measures, and outcomes for implementation are also included in each school’s table.

Table 1.15: Paramount Brookside (PBR) K-8 Program Implementation

Program Goals	Program Objectives	Program Activities	Performance Measures	Assessment Strategies/Tools
Improve Academic Achievement	Two Objectives: (1) Increase reading fluency and comprehension for all program participants in grades K-8 by more than 3% from the prior year as compared to normed benchmarks. (2) Increase science proficiency in grades 3-8 by greater than 3% annually from the prior year as compared to normed benchmarks.	MyOn Reader, Pearson MyView, and McGraw Hill’s Study Sync for in-class reading and language arts curriculum for K-8, and Core Knowledge Reading for grades K-1.	Report cards will be used in tandem with ClearSight and Edulastic Benchmark assessments for science and E/LA for grades 3-8 as performed three times annually at PBR. mClass benchmark for assessments for K-2. PBR will utilize health data to target academic interventions for	Benchmark assessments are performed each August, November, and March for all participants to show growth and allow for measurement of overall academic impact. Health data is tracked at FHC and in the school information system (PowerSchool) so it can be correlated



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		Science Explorers and VEX-IQ curriculum.	students reporting health-related concerns to the nurse. Assignment completion data is used for FHC.	to the need for academic interventions for program participants.
Improve Social and Behavioral Outcomes	Three Objectives: (1) Students participating in the program will maintain greater than 95% school/FHC attendance, (2) show greater than 5% decline in school/FHC behavioral incidents, and (3) demonstrate greater than 80% annual retention in their school/FHC program.	Daily school attendance will be tracked for program participants. School/FHC discipline incidents will be tracked annually for all participants.	PBR/FHC will utilize health data to target social-emotional interventions for students reporting health-related struggles with the nurse. Attendance and discipline trackers allow for data-driven reporting on student outcomes.	PHDP health and academic correlations run twice yearly. Annual attendance and retention data from FHC & PBR PowerSchool is disaggregated and reported each summer.
Increase Family Involvement	Two objectives: (1) Participating families will attend more than two annual 21 st CCLC events (back to school BBQ, Family Jam-STEM Literacy events, FHC family meals). (2) Participating families will show greater than 90% engagement in parent teacher conferences, or FHC family days.	All parent attendance will be tracked via onsite registration for 21 st CCLC family events and for parent-teacher conference nights.	Annual parent program surveys utilized in conjunction with event registration will provide longitudinal data on involvement and perception.	21 st CCLC evaluation summary will report family engagement results, including participation in events, parent-teacher conference, and survey satisfaction data.



Table 1.16: Paramount Cottage Home (PCH) K-4 Program Implementation

Program Goals	Program Objectives	Program Activities	Performance Measures	Assessment Strategies/Tools
Improve Academic Achievement	Two Objectives: (1) Increase reading fluency and comprehension for all program participants in grades K-4 by more than 3% from the prior year as compared to normed benchmarks. (2) Increase science proficiency in grades 3-4 by greater than 3% annually from the prior year as compared to normed benchmarks.	MyOn Reader, Pearson MyView for in-class reading and language arts curriculum for 2-4, and Core Knowledge Reading for grades K-1. Science Explorers and VEX-IQ curriculum.	Report cards will be used in tandem with ClearSight and Edulastic Benchmark assessments for science and E/LA for grades 3-4 as performed three times annually at PCH. mClass benchmark for assessments for K-2. PCH will utilize health data to target academic interventions for students reporting health-related struggles to the nurse. Assignment completion data is used for FHC.	Benchmark assessments are performed each August, November, and March for all participants to show growth and allow for measurement of overall academic impact. Health data is tracked at FHC and in the school information system (PowerSchool) so it can be correlated to the need for academic interventions for program participants.
Improve Social and Behavioral Outcomes	Three Objectives: (1) Students participating in the program will maintain greater than 95% school/FHC attendance, (2) show greater than 5% decline in school/FHC behavioral incidents, and (3) demonstrate greater than 80% annual retention in	Daily school attendance will be tracked for program participants. School/FHC discipline incidents will be tracked annually for all participants.	PCH/FHC will utilize health data to target social-emotional interventions for students reporting health-related struggles with the nurse. Attendance and discipline trackers allow for data-driven reporting	PHDP health and academic correlations run twice yearly. Annual attendance and retention data from FHC & PCH PowerSchool is disaggregated and reported each summer.



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	their school/FHC program.		on student outcomes.	
Increase Family Involvement	Two objectives: (1) Participating families will attend more than two annual 21 st CCLC events (back to school BBQ, Family Jam-STEM Literacy events, FHC family meals). (2) Participating families will show greater than 90% engagement in parent teacher conferences, or FHC family days.	All parent attendance will be tracked via onsite registration for 21 st CCLC family events and for parent-teacher conference nights.	Annual parent program surveys utilized in conjunction with event registration will provide longitudinal data on involvement and perception.	21 st CCLC evaluation summary will report family engagement results, including participation in events, parent-teacher conference, and survey satisfaction data.

Table 1.17: Paramount Englewood (PEN) 5-8 Program Implementation

Program Goals	Program Objectives	Program Activities	Performance Measures	Assessment Strategies/Tools
Improve Academic Achievement	Two Objectives: (1) Increase reading fluency and comprehension for all program participants in grades 5-8 by more than 3% from the prior year as compared to normed benchmarks. (2) Increase science proficiency in grades 5-8 by greater than 3% annually from the prior year as compared to normed benchmarks.	MyOn Reader, Pearson MyView (grade 5), and McGraw Hill’s Study Sync for in-class reading and language arts curriculum for grades 6-8. Science Explorers and VEX-IQ curriculum.	Report cards will be used in tandem with ClearSight and Edulastic Benchmark assessments for science and E/LA for grades 5-8 as performed three times annually at PEN. PEN will utilize health data to target academic interventions for students reporting health-related struggles to the nurse.	Benchmark assessments are performed each August, November, and March for all participants to show growth and allow for measurement of overall academic impact. Health data is tracked at FHC and in the school information system (PowerSchool) so it can be correlated to the



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			Assignment completion data is used for FHC.	need for academic interventions for program participants.
Improve Social and Behavioral Outcomes	Three Objectives: (1) Students participating in the program will maintain greater than 95% school/FHC attendance, (2) show greater than 5% decline in school/FHC behavioral incidents, and (3) demonstrate greater than 80% annual retention in their school/FHC program.	Daily school attendance will be tracked for program participants. School/FHC discipline incidents will be tracked annually for all participants.	PEN/FHC will utilize health data to target social-emotional interventions for students reporting health-related struggles with the nurse. Attendance and discipline trackers allow for data-driven reporting on student outcomes.	PHDP health and academic correlations run twice yearly. Annual attendance and retention data from FHC & PEN PowerSchool is disaggregated and reported each summer.
Increase Family Involvement	Two objectives: (1) Participating families will attend more than two annual 21 st CCLC events (back to school BBQ, Family Jam-STEM Literacy events, FHC family meals). (2) Participating families will show greater than 90% engagement in parent teacher conferences, or FHC family days.	All parent attendance will be tracked via onsite registration for 21 st CCLC family events and for parent-teacher conference nights.	Annual parent program surveys utilized in conjunction with event registration will provide longitudinal data on involvement and perception.	21 st CCLC evaluation summary will report family engagement results, including participation in events, parent-teacher conference, and survey satisfaction data.



PROGRAM COMMUNICATION (5 POINTS, 2 PAGES MAXIMUM)

Communication Plan: Site Leadership Fidelity

The Engage More 21st CCLC Program will be coordinated by the PSOE CEO, Tommy Reddicks. As the author of the program's design and implementation, and with full authority of the Paramount Schools of Excellence Board, he will delegate the program with fidelity to the site principals at each PSOE school and to the Executive Director at the Felege Hiywot Center. The PSOE CEO will meet bi-monthly with each site leader (principals and FHC ED) for the duration of the program to review the program calendar, program activities, progress toward objectives, attendance, and budget.

Three times each year, (at the start of each tutoring session and at the start of each summer session) the PSOE CEO will add the PHDP executive director, PEMC Extension Director, and YMCA site coordinator to the bi-monthly meeting. These meetings will help keep the program partners aligned in their joint efforts through each grant year.

Communication Plan: School-day Staff

All site coordinators will meet with their school-day staff during preservice professional development in the first week of August. This full-day professional development will prepare school-day staff for their Engage More 21st CCLC role. During after school and out of school program time, site coordinators will directly oversee the program, managing daily observation and feedback of the program's implementation. Site coordinators are expected to actively observe and coach school-day staff each day as they navigate through the program.

School-day PSOE and YMCA staff will use PowerSchool to access student academic records and PSOE curriculum (MyOn, Science Explorers, Core Knowledge, Pearson MyView, McGraw Hill Study Sync, and VEX-IQ) to monitor objectives and tailor instruction to individualized student gaps in literacy and STEM. Nurses in the program at PSOE will continually monitor health data, inputting health encounters into PowerSchool while working with the PHDP Executive Director to identify risk factors associated with Social Determinants of Health. When risks are identified, they will be immediately communicated to site directors and school-day staff so academic and social-emotional interventions can be put into place. The nurse at FHC will input student health encounters into a site-specific spreadsheet, and coordinate risk assessments with PHDP from that platform. YMCA health data will be input into PowerSchool at each respective school site by the school nurse.

The YMCA aftercare program at all three PSOE schools will have an additional school-day staff member to help coordinate the alignment of curriculum between the school staff and the YMCA staff, as well as providing throughput for technical access to the school curriculum and the school information system (PowerSchool). These lines of communication and connectivity will streamline a process for supporting improved student outcomes.

Communication Plan: Community Stakeholders

The Engage More 21st CCLC Program is hosted at each PSOE school and at the FHC site in Martindale Brightwood. All four sites are public, ADA accessible sites. All sites have an office for receiving visitors and volunteers. Opportunities exist for stakeholders to provide in-



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kind support, volunteer support, supply donations, and field experiences, especially in the field of STEM. Any of the program sites can be reached via publicly listed phone number and can direct stakeholder interest to the CEO of PSOE.

PSOE leverages a strong and consistent relationships with Community Health Network, Lutheran Child and Family Services, Stand for Children, The Mind Trust, SAIC, Englewood CDC, the John H Boner Neighborhood Centers, SAIC Engineering, Brookside Neighborhood Association, Englewood Neighborhood Association, Cottage Home Neighborhood Association, and Major Tool. These organizations have come alongside PSOE and FHC in past years as community partners and PSOE and FHC have done the same on their behalf.

At the start of each program year, area stakeholders will receive an alert to their potential for engagement. During each program year, as this program generates opportunities for volunteerism, stakeholder engagement, and partnerships, it is the intent of the program to leverage community stakeholders.

Communication Plan: Families of Program Participants

The Engage More 21st CCLC program will send quarterly newsletters home in August, November, February, and May to update families of program participants about upcoming events, program opportunities, and current progress. These newsletters will drive interest for ongoing family retention and alert families of upcoming opportunities to engage and communicate.

Because the Engage More program is aligned to state standards and broken out by grade level, parents have the opportunity to become engaged in the educational process as an extension of the classroom experience. In addition to the research-based curriculum, interviews, surveys, newsletters, the school's Family Allies Community Teams (FACT) will be utilized for information dissemination and for parent training on involvement in each particular curricular program. And, each host site commits to the following parent engagement/communication additions:

- PSOE and FHC will host 3 family events per year to highlight the site-based work in robotics, reading, and science.
- Each site will host parent and student semi-annual advisory board meetings.
- The annual program will provide budgeted professional development for program teaching staff on best practices that connect home and school.

Communication Plan: 21st CCLC Terminology

PSOE and partners (FHC, YMCA, PHDP, PEMC) welcome the opportunity to work with the IDOE to publicly identify themselves as a 21st CCLC program. PSOE, as well as partner organizations (FHC, YMCA, PHDP, PEMC) agree to include IDOE and 21st CCLC logos, mission, and vision (as required) in their advertising and promotional materials. All program partners will refer to themselves as a 21st Century Community Learning Centers and use the 21st CCLC logo on all program materials.



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PROFESSIONAL DEVELOPMENT (10 POINTS; 5 PAGES MAXIMUM)

1: Professional Development Plan & Staff Plan from Required PD Template

Program Name	Engage More: Paramount Schools of Excellence
Program Director	Tommy Reddicks
Dates of Implementation	Annually – June 1, 2020 - June 30, 2024

Training Name	Provider	Training Objective	Impact on Program Quality	PD Staffing Plans & Participation (Staff Titles, levels & # of Participants)	Hours of Training	Total Cost	What funds were used to pay for training?	Date of Training	CYC Competency Alignment (if applicable)
Leadership Development	ULead	Improve team dynamics Improve team communication skills	Improved efficiency of program operations	Program Director -1 Site Coordinator – 2 Front Line Staff – 7	4	\$1,500	50% from 21 st CCLC 50% from Title II	January 2020	Professionalism
Annual Evaluation and site monitoring review	2CL	Increase program effectiveness and impact while utilizing monitoring visits/feedback to improve program overall outcomes.	Program quality and efficiency increases.	Program Director (1), site coordinators (4), an all program partner directors (2).	2	\$2500	100% CCLC	Begins June 2022	Professionalism
Program Fidelity: Codification of interpersonal communication	Strategic Solutions LLC	Increase the codified fidelity of the program communication between campuses.	Improves overall effectiveness of delivery and improves program oversight.	Program Director (1), site coordinators (4), an all program partner directors (2).	6	\$4,000	100% CCLC	July 2021	Relationship & Communication



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on and group dynamics.									
August Pre-service Professional Development with school staff.	Program Director, PSOE HR Manager, and School Principals	Align all program staff to the rules and frameworks for PSOE: Covers all required health, safety, HR, and emergency preparedness.	Maintains safety and security of program operations.	Program Director (1), site coordinators (4), an all program partner directors (2). PSOE, YMCA, PEMC, and PHDP staff (25).	4	\$5,000	100% PSOE in-kind	August 2021	Relationship & Communication
August Pre-service Professional Development with FHC staff.	Program Director, PSOE HR Manager, & FHC Executive Director	Align all program staff to the rules and frameworks for FHC: Covers all required health, safety, HR, cultural sensitivity, and emergency preparedness.	Maintains safety and security of program operations.	Program Director (1), Site coordinator (1), PEMC staff (2), PHDP staff (1), and FHC day-staff (2).	4	\$3,000	100% PSOE in-kind	July 2021	Relationship & Communication
August Pre-service Academic Professional Development with school staff.	PSOE Chief Academic Officer	Increase curricular preparedness: 1) E/LA 2) Science 3) STEM 4) Robotics 5) Technology-Use 6) Lesson Planning 7) Instructional Practices	Builds staff depth of knowledge while providing continuity of instruction between the school day and after school and out of school program components.	Program Director (1), site coordinators (4), an all program partner directors (2). PSOE, YMCA, PEMC, and PHDP staff (25).	12	\$3,000	50% from Title I for E/LA and lesson planning training. 50% from 21 st CCLC For all other components	August 2021	Professionalism



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		8) Connecting In-School and Out-of-School curriculum							
Mid-Year Refresh on academic readiness.	PSOE Chief Academic Officer. FHC Site Coordinator	Increase curricular depth of knowledge: Conduct onsite training updates in STEM and E/LA areas for program implementation.	Enhance program quality: Increase staff depth of knowledge while providing continuity of instruction between the school day and after school and out of school program components.	Program Director (1), site coordinators (4), an all program partner directors (2). PSOE, YMCA, PEMC, PHDP staff, FHC (27).	4	\$500	21 st CCLC	January 2022	Professionalism
Virtual Instruction for 21 st CCLC Programming	PSOE Chief Academic Office, PSOE E-Learning Coordinator	Increase readiness for virtual instruction:	Conduct onsite/virtual training to apply plans for 1-1 technology in the 21 st CCLC program that align with PSOE E-Learning plans.	Program Director (1), site coordinators (4), an all program partner directors (2). PSOE, YMCA, PEMC, PHDP staff, FHC (27).	8	\$2000	21 st CCLC	August 2021	Professionalism
Addressing inequities at School	Teaching Tolerance	Virtual instruction	Addressing inequities in the after school and out of school time space at school	All levels of program staff (35)	1.5 hours	\$525 (\$15 x 35 participants)	21 st CCLC	July 2021	Professionalism

Professional Development Plan Cost:

Total Estimated Cost	\$19,025	% of Total Budget	4.2%
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PROFESSIONAL DEVELOPMENT CONTINUED:

2: Assessing Professional Development Needs & Enhancing Quality

All professional development needs outlined in the PD and Staff Plan have been designed from former IN-QPSA feedback so that assessment of the program guides quality enhancement. While PSOE did not receive any rating of a 2 or lower on their most recent IN-QPSA, areas marked as a 3 helped inform focus areas on the proposed PD plan. Additionally, prior monitoring visits for both PCH and PBR have helped to guide the need for continued academic readiness and enhanced collaboration between program partners/stakeholders. All curricular and operational training can be handled either online virtually or in-person as needed due to health and safety concerns. All selected curriculum has digital components that allow for strong, data-driven student engagement and staff direction.

The program site directors and the program director lead the process of vetting candidates and individualizing professional develop as needed per each curricular resource. Effectiveness of the 21st CCLC staff will be based on meeting the individual needs of the students, and the program’s implementation objectives. The site director will observe and conduct regular meetings with staff to discuss performance, set goals, and evaluate day-to-day program performance.

The PD Plan will be assessed every program year in June by the program director and site directors, so program leadership has an ongoing voice in enhancing quality and in tailoring their staff and leadership needs to the program’s dynamic design. During these June meetings, all IN-QPSA and monitoring feedback will be reviewed, and changes will be made to reflect areas of need. Then, following each year’s August pre-service PD, all program staff will receive the following five-question survey via SurveyMonkey to assess internal annual feedback on the Engage More 21st CCLC professional development process:

1) Do you feel your HR, payroll, and hiring process was clearly presented and informative?
1 2 3 4 5 N/A

Comments: _____

2) How prepared do you feel you are for handling this year’s duties in the Engage More 21st CCLC program? 1 2 3 4 5 N/A

Comments: _____

3) Do you find that the PD sessions clarified your role and your responsibilities?
1 2 3 4 5 N/A

Comments: _____

4) Do you understand the curriculum you will be using for the Engage More 21st CCLC program? 1 2 3 4 5 N/A



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Comments: _____

- 5) What suggestions do you have for improving your professional development in the Engage More 21st CCLC program?

Comments: _____



21ST CCLC

EVALUATION (10 POINTS, 5 PAGES MAXIMUM)

The Engage More 21st CCLC evaluation system, along with an independent evaluator, have been aligned together to ensure that this proposal has the capacity and specificity needed to appropriately impact at-risk and high-risk student achievement alongside student attendance. All measurable objectives, percentiles, benchmarks, and instruments used were chosen to ensure academic accountability and data-driven accuracy. Furthermore, these instructional and data-driven expectations directly mirror IDOE and 21st CCLC expectations and coincide with each school's existing improvement plan.

The Engage More 21st CCLC program combines afterschool tutoring with hands-on urban farming and wrap around health supports for students at risk for academic failure. The evaluation plan for this proposal reflects the need to assess the impact of all three components of this project. The methodology best suited to address this project is a mixed-methods design that includes data collection and analysis of both qualitative and quantitative data. The use of both types of data will allow the evaluator to determine the quality of programmatic offerings in the Engage More 21st CCLC program, as well as assess the impact of the program on regularly attending participants. Specifically, this evaluation will ask:

- Does the program implementation align with the evidence-based best practices in afterschool programs as described in the proposal? That is, is the program being implemented with fidelity?
- Is participation in the Engage More program impacting student academic outcomes (e.g., student test scores, student grades) as described in the proposal?
- Is the Engage More program impacting non-academic student behaviors, such as school attendance, annual student retention, referrals and goal setting?
- Have activities sponsored by the Engage More program positively impacted family engagement?

Both quantitative data and qualitative data will be collected at multiple points during the course of this project to ensure that the evaluative activities do not provide a snapshot of a specific moment in time, but instead a continuous flow of information that can be used for program improvement. To accomplish this, student achievement data will be used to determine the impact of regular participation in Engage More tutoring activities on academic achievement. Specifically, performance of regularly attending participants on the mathematics and language arts ClearSight assessments will be monitored longitudinally to look for the impact of the Engage More program. Changes in grades will also be examined, with mathematics, language arts and science grades being monitored for change. Additional quantitative data will be provided by survey data from staff and families that will be collected on an annual basis. These surveys will focus on the Indiana Afterschool Standards as outlined by the Indiana Afterschool Network, with the staff data provided by the Indiana Quality Program Self-Assessment tool and the family data provided by a survey designed to reflect the concepts of human relationships, quality environments, quality programming and activities, safety, health and nutrition, and efficient administration found in the Indiana Afterschool Standards.



Qualitative data will also be gathered on a regular basis. Specifically, on-site observations will take place during the fall and spring semesters at each school site (PBR, PCH and PEN) to observe the afterschool tutoring and the student health supports. Each of the observations will be followed with an informal debrief to share initial findings to be used as formative feedback for program improvement. These observations will be open-ended and will follow the grant narrative to ensure that the activities being implemented in the program are those outlined in the grant proposal. In keeping with the STEM and literacy focus of the Engage More program, a special focus will be on observing the MyOn Reader, Science Explorers, STEM challenge and VEX IQ robotics activities to ensure that they are being fully implemented, with traditionally underrepresented race and gender groups given every opportunity to participate in the STEM activities. A unique aspect of the Engage More program is the access to an urban farm as an integral part of the STEM focused education. Consequently, part of the qualitative data gathering will take place during the PBR Urban Farm sessions on Mondays and Wednesdays and/or during the out-of-school sessions at the FHC garden center. Finally, the partnership with the Paramount Health Data Project will allow for the identification of connections between social determinants of health and academic risk. To evaluate the efficacy of these connections, those students and families who received individualized supports will be interviewed to determine their impact.

Evaluation data will be used annually to ensure continuous improvement of the Engage More 21st CCLC program. Program and school leadership will meet annually with evaluator to review the information gathered through evaluation activities and voice any concerns or questions relating to the evaluation findings. A summative report will be assembled at the end of each program year and will include individual site reports summarizing the data collected during the year. These reports will include an executive summary utilizing the required 21st CCLC Performance Measure Framework, as well as a narrative summary of the qualitative data obtained during the site visits. At the end of the program's fourth year, a summative report that includes aggregated data across all four years of the grant for each site will be provided.

Data Collection

Due to the online nature of each site's norm-referenced benchmark and daily health data, all student data is securely stored per HIPAA and FERPA guidelines. Access to student data will be made available to the program's independent evaluator for longitudinal inclusion and will be deidentified as needed for correlating health and academic data. The program director and site directors will review all program data bi-annually to monitor growth and identify further areas of need or refinement. The following table outlines the annual data collection process for this 21st CCLC program.

Data will be used to monitor progress, inform interventions, make targeted program adjustments, and provide program accountability. Adjustments to the program will be made on an on-going basis. The program director will ensure the site directors meet monthly with the program staff to review progress and outcomes. The program director will provide both annual and quarterly reports to the organizational Board, including the program's advisory board.

Table 1.18: Data Collection & Evaluation Plan



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Method	Measurement Tool(s)	Responsibility	Timelines
1) Administrative oversight, classroom observations 2) Independent evaluator observations	1) RISE-based education evaluation tool. 2) Comprehensive observation report	1) Each School 2) Independent Evaluator	1) Fall/Spring Bi-Annual Evaluation 2) Annual
1) Program Survey 2) Parent Survey 3) Staff Survey 4) Student Survey	1) IDOE CCLC surveys 2- 4) Independent Evaluator Surveys	1) Program Partners 2-4) Independent Evaluator	Annual
1) Student Data Collection	1) Science, Math, Language Arts Grades 1.1) Class performance data, ClearSight Assessment	1) Each school	Tri-Annually
1) 21 st CCLC Data	1) Longitudinal comprehensive review of program data by independent evaluator.	1) Independent Evaluator	Annual

Project Evaluator

Dr. LaTonya Turner from 2CL will be the project evaluator for PSOE. Dr. Turner is the Dean of the Klipsch Educators College of Marian University, and was previously associate director of the Academy for Teaching and Learning Leadership. Prior to her work with the academy, she served in a number of administrative roles at Brebeuf Jesuit Preparatory School including vice president for student life and leadership, principal and director of academic counseling. Turner was the first African American principal at Brebeuf Jesuit. Turner holds a Master of Science degree in education from Indiana University and is a member of the academy’s first cohort. She has directed a number of task forces and chaired numerous committees. Her extensive 20-year experience in education includes teaching and counseling at the secondary and collegiate levels.

Annual Reporting

Evaluation of data will include pre/post comparative outcomes using ILEARN along with ClearSight (Norm-Referenced Benchmark) testing throughout the course of the year at each school. Program data will establish measurable data baselines. The program directors and site coordinators will jointly collect data. The evaluator (LaTonya Turner) will independently verify all collected data and will include a detailed data analysis in an annual longitudinal report (to include the use of Indiana’s After School Standards). At the end of the fourth year, the final report will include aggregated data across each grant year. This final report will be due to the IDOE within 30 days of the end of the fourth spring cycle.



Required Data from Schools

Each school will submit all necessary student information to the IDOE (such as grades, testing data, and teacher surveys). Benchmark testing data will be collected tri-annually and combined annually with state ILEARN data and staff surveys for submission. Each site will provide embedded survey incentives (extra planning, breaks, etc.) to encourage excitement and interest in timely survey completion and data collection.

Early Learning Programs

PSOE provides partnerships with early learning programs in Pre-K with a focus on kindergarten readiness. But, PSOE and FHC do not offer an Early Learning Program. It is required in the 21st Century Community Learning Center Guidelines that early learning must be included if any participating site has an early learning program. In this case, with no existing early learning programs, the requirement is not applicable.

Required Performance Measures

All program performance measures are utilized for regularly attending participants (RAPs) (attending 45 days or more throughout the year). The program's evaluation and performance measures will include the aforementioned ongoing school-based, norm-referenced tests (such as Clarsight), spring proficiency rates on the English/language arts and math portions of ILEARN, school attendance rates, and student health correlations to academic risk.



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SAFETY AND TRANSPORTATION (5 POINTS; 3 PAGES MAXIMUM)

Transportation to and from the Engage More 21st CCLC Program

Paramount Schools of Excellence and the Felege Hiywot Center represent the four host sites for this program. Neither of these programs use bussing for program participants for school or camps. All sites work in a “parent-drop off” and “parent pick-up” model. Additionally, 95% of families attending these programs do not request additional help with transportation or identify as homeless, in need of additional help with transportation. That said, the transportation of students in the urban core communities is a strong component for school day extension and non-school day activities. Because of this, all participating PSOE and FHC students will have access to a 12-passenger activity bus and 52-passenger electric bus, owned and operated by PSOE for transportation to, or from, the Engage More 21st CCLC program. Students in need of bussing following afterschool and non-school day programming will have access to PSOE transportation. Students needing transportation to programming at FHC or PSOE farm or summer programs will have access to the same transportation. This is an expense listed in the program budget. All PSOE bus drivers are CDL certified.

PBR (3020 Nowland Avenue) and PCH (1203 East Saint Clair) participants receive all school-day programming and summer programming onsite. PEN participants (3029 East Washington) in afterschool tutoring and YMCA aftercare also receive programming onsite but will require occasional transportation to the PBR or PCH campus for urban farm experiences. Additionally, FHC programming happens onsite at their Martindale Brightwood location (1648 Sheldon). This offsite campus FHC site is ADA accessible, located close to the PSOE campuses, and has served students and families at this location for more than a decade. An MOU is included in the appendices for this offsite program partner agreement.

Needs of Working Families

The Engage More 21st CCLC program is designed to operate in a way that meets the schedule and transportation needs of working families. The afterschool sessions are free to participating families and provide additional hours of high-value student care in a safe setting. Families who would otherwise not be able to attend the program due to transportation and work conflicts can take advantage of the transportation provided by PSOE, and the extended hours, which allow a family to arrive for student pickup after school as late as 6 PM.

The Program Directors, along with PHDP, YMCA, FHC, and PEMC will follow all best practices for disadvantaged or homeless youth, ensuring there is adequate transportation to and from the program and its extended activities. Budget costs included in this application are designed to cover any excess needs for the transportation of disadvantaged or McKinney-Vento related access.

On-site safety

Due to the fact that three of the host sites are schools, all related programming with children will follow daily regimented frameworks for student safety and security. All program staff will require student sign-in, sign-out and temperature-check procedures, be familiar with the



site's crisis management plan, emergency protocols, and will be expected to abide by all state safety policies. All 21st CCLC participants will have direct access to an outside line in the case of emergency. Staff will directly oversee student drop off and pick up every day, and the checking of identification of visitors. All staff will be required to have national background checks, with valid licensure and required legal documentation.

FHC participants will abide by the site's crisis management plan, emergency protocols, and will be expected to abide by all state safety policies. All 21st CCLC participants at FHC will have direct access to an outside line in the case of emergency. FHC staff will directly oversee student drop off and pick up every day, and the checking of identification of all visitors.

PSOE has its own federally recognized police department. The Paramount Schools of Excellence Police Department will make regular rounds during all program hours, providing safety checks of the facility and adjacent properties, extending this service to FHC, so that their restorative and reassuring presence adds calm to any concerns about safety and security.

Hiring Practices & Background Checks

All program personnel hired to work at each host site will meet the minimum requirements set forth by the school's accrediting agency (Indianapolis Mayor's Office) and will have all required and current licenses and certifications where applicable. Accordingly, all PSOE, YMCA, PHDP, PEMC, and FHC staff will be required to meet the school's guidelines for eligibility of employment, have national background checks, and valid licensure and legal documentation as required for the positions they hold. These confirmations/documents will be kept confidentially secured on file at each host site under the direction of the site HR manager. All background checks for this program will be provided at no expense, with associated fees covered in-kind by PSOE.



BUDGET (15 POINTS; BUDGET SUBMITTED SEPARATELY)

Grant Budget Summary

The budget created for this application includes an annual cost model below the \$2500 per-student funding limit, at \$1166 per student. A line-by-line narrative for the initial year is included in the budget. All staffing positions with eligible benefits will be covered in-kind by host sites.

5% of budget costs are allocated via MOU for annual evaluation. 4.2% of the budget has also been allocated to professional development. Professional development pre-service stipends have been factored using additional planning hours needed to prepare for hours of content delivery. This budget supports 55 staff and 335 elementary, middle, and high school students in a year-round programmatic approach to STEM, literacy, and urban farming. PSOE has a 2.07% indirect cost rate budgeted for the project.

Each participating site will reduce overall costs in year three by 5% as an initial move towards sustainability. This represents a total grant reduction from \$450,235.98 in year two to \$427,724.18 in year three. In year four, the program budget drops again by an additional 5% to \$406,337.97. This represents a total grant reduction of 10% in the final two years as the program demonstrates a movement towards sustainability.



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PROGRAM STABILITY (2.5 POINTS; 2 PAGES MAXIMUM)

In order to increase local capacity for program stability in the absence of 21st CCLC grant funds, PSOE employs a Certified Fundraising Executive (CFRE) to guide fund raising efforts through the four-year grant process. FHC employs an Executive Director to guide future funding efforts. All participants in this program hope to partially fund the 21st CCLC program by year three and fully fund the continuation of the 21st CCLC program following the four-year grant. This is done through in-kind donations and private donation-based income. Each site will continue to seek additional grant funding such as the State Innovation Fund Grant, Title I, Title IIa, Title IV, and initiatives in STEM, etc. to sustain the 21st CCLC effort.

The program goal after one year is to have aligned future partners and area stakeholders with program activities to increase sustainability. These partners will be invited to participate in the program through volunteerism and donations of time, talent, and treasure (funding). Specifically, program partners will be encouraged to join the Science Explorers and Vex-IQ programs alongside K-8 participants in years 1 and 2 to develop meaningful, hands-on connections to program activities. Each site will also maintain relationships with program partners to continue working toward collaboration that could generate further program support that could lead to financial support. Each site’s past success in fundraising for projects such as a planetarium, community garden, community learning center, and farm, suggest that these kinds of partnerships that combine public and private funds are a possible source of long-term support.

The goal for the Engage More 21st CCLC program’s sustainability in year one is outlined in the table below:

Table 1.19: Efforts towards program stability through sustainability

Area Stakeholder Specialty	Stability Goal	Volunteer Support	Professional Support Role
Engineering	Develop two corporate or stakeholder relationships in science with the potential for incremental support in time, talent, and treasure.	Support Science Explorer Kits and Vex-IQ design challenges	Provides engineers/scientists to assist K-8 students and FHC high school students through the STEM process
Literacy	Develop two corporate or stakeholder relationships in literacy with the potential for incremental	Support the literacy growth of program participants through school curriculum and MyOn Reader	Stakeholder volunteers with backgrounds in education, literacy, and media literacy will assist in the English/language arts instruction process.



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	support in time, talent, and treasure.		
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Once established, these relationships will be infused as dynamic partnerships in the afterschool and out-of-school Engage More program. Each year, these relationships will be added to the annual planning component of the program so that new stakeholders have a voice and vested interest in the growing partnership. Progressive asks for support will follow in each program year to increase the partner capacity between host sites and new program supports. Through these efforts by year three, the financial burden for the program will be reduced by 10%. By year four, an additional 5% of program cost will have been allocated through fundraising and friend-making. In year five, if the program is not continued via 21st CCLC funding, it can be restructured with a base of 20% of the originally allocated funding already in place. While this may mean a year 5 change in program supports, it also allows program stakeholders the opportunity (at that time) to step in at a larger support level, now that their vested interest has at least three years of aligned partnership.

The capacity and time and talents of the Engage More 21st CCLC program is very high. Given the right structure, funding, and direction, this program can last decades and impact thousands of Indianapolis youth. The infusion of funding from the 21st CCLC program serves as a booster, enabling this five-partner program to set a strong example for shared resources, stakeholder involvement, and community collaboration. This kind of example inspires others to participate, duplicate, and support ongoing efforts for our Indianapolis youth. It is the belief of the Engage More partners that this program is sustainable beyond the four years of funding because of these iconic and influential components of the program.



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APPLICATION CHECKLIST

Section		Point Value	Maximum Page Limit
Completed Cover Page	✓	2.5	N/A
Signed Assurances	✓	2.5	N/A
Completed MOU(s)	✓	2.5	N/A
Completed Appendix 3 form	✓	2.5	N/A
Project Abstract	✓	2.5	2
Program Qualification	✓	5	2
Priority Points	✓	5	1
Need for Project	✓	10	7
Partnerships	✓	5	3
Program Design	✓	15	10
Evidence of Previous Success	✓	7.5	5
Program Implementation	✓	15	5
Program Communication	✓	5	2
Professional Development	✓	10	5
Evaluation	✓	10	5
Safety and Transportation	✓	5	3
Budget	✓	15	N/A
Program Stability	✓	2.5	2
Application Organization		2.5	N/A
Total		125	52



APPENDIX 1—MEMORANDUMS OF UNDERSTANDING

Program Evaluator MOU



PARAMOUNT SCHOOLS OF EXCELLENCE

PSOE 21CCLC EVALUATOR MEMORANDUM OF UNDERSTANDING

Paramount Schools of Excellence and 2CL Consulting, LLC

Paramount Schools of Excellence, hereinafter referred to as PSOE, and the 2CL Consulting, LLC, hereinafter referred to as 2CL, enter into this Memorandum of Understanding (MOU) for the express purpose of implementing an 21ST CCLC-aligned evaluation plan for the “Engage More” PSOE 21st Century Community Learning Center Out-of-School Time Program. It is understood by and between the parties that the implementation of the MOU is contingent upon continued funding received by PSOE from the Indiana Department of Education.

PSOE and 2CL desire to work cooperatively to build an asset-based approach to the delivery of services via evaluation to youth and families. PSOE and 2CL will implement effective evaluation strategies for documenting and analyzing positive youth development as part of the Out-of-School Time Program at all Paramount Schools of Excellence and the Felege Hywot Center.

PURPOSE

The purpose of this Memorandum of Understanding is to establish a formal working relationship between the parties, based on the intent to meet the service delivery needs of the Out-of-School Time Program as described in the program application (RFP), and to set forth the operative conditions which will govern this important partnership.

Both parties agree that a local evaluator is an important partner and a vital resource in both sustaining and improving a 21st CCLC program. The role of the evaluator is not to judge the program as a success or failure, but rather to provide information and expertise that can be used to aid decision-making to support program improvement.

The program evaluator will work closely with the program to monitor and improve program delivery, gauge and understand the outcomes of activities, and make recommendations to sustain continuous program improvement.

DESCRIPTION OF PROGRAM SERVICES

PSOE agrees to the following:

1. Act as the fiscal agent and ensure IDOE funds are spent appropriately toward implementation of the 21st CCLC Out-of-School Time Program.
2. Work collaboratively with 2CL to meet all program requirements related to program evaluation.



3. Develop common confidentiality guidelines to share information between PSOE and 2CL to the extent permitted by the Indiana Education Code and the Welfare and Institutions Code governing client confidentiality.
4. Maintain coordination of other agencies and service providers as needed with 2CL.
5. Provide the needed student assessment forms to 2CL.
6. Provide professional development opportunities to 2CL staff when appropriate.

Name of Partner (2CL) will:

1. Conduct surveys or focus groups with parents, youth, staff, and stakeholders
2. Familiarize themselves with the Indiana Quality Program Self-Assessment (IN-QPSA) and assist in the IN-QPSA process
3. Answer questions regarding academic data collection from schools
4. Collaborate with program to create site-based performance measures.
5. Conduct fall and spring site visits
6. Assist with the teacher surveys
7. Provide technical assistance for Cayen and data entry
8. Complete an extensive evaluation report and Executive Summary that includes data analysis and recommendations for improvements
9. Review the appendix of the MOU and understand the evaluation report process for preparation and evaluative program planning.
10. Additionally, the evaluator should be able to assist in developing the skills and knowledge base of staff and effectively communicate improvement efforts to staff and stakeholders. Evaluators are responsible for creating a yearly evaluation report of each site served.

TERMS

The term of this Memorandum of Understanding shall commence no earlier than January 1, 2021 and continue through the expiration of this grant award. This MOU may be reviewed by both parties annually.

This Agreement contains all the terms and conditions agreed upon by the parties regarding the subject matter of this Agreement and supersede any prior Agreement, oral or written, and all other communication between the parties relating to such subject matter.

TERMINATION CLAUSE

This Memorandum of Understanding may be terminated by either party in sixty (60) days of giving written notice of intention to terminate the agreement.

AMENDMENTS

Amendments to this MOU may be made with the mutual written agreement of both parties.

HOLD HARMLESS/INDEMNIFICATION

PSOE agrees to indemnify, defend and hold harmless 2CL, its board of trustees, officers, agents and employees from and against any and all claims, costs, demands, expenses (including attorney's fees), losses, damages injuries and liabilities arising from any accident, death, or injury whatsoever or however caused to any person or property, because of, arising out of, or



related to the active negligence of PSOE. It is understood that such indemnity shall survive the termination of this Agreement.

2CL agrees to indemnify, defend and hold harmless PSOE, its board of trustees, officers, agents and employees from and against any and all claims, costs, demands, expenses (including attorney's fees), losses, damages injuries and liabilities arising from any accident, death, or injury whatsoever or however caused to any person or property, because of, arising out of, or related to the active negligence of 2CL. It is understood that such indemnity shall survive the termination of this Agreement.

INSURANCE

As part of, but without limiting the hold harmless covenant, 2CL shall, during the term of this Agreement, unless waived by PSOE, carry a comprehensive general liability or property damage insurance in the amount of ONE MILLION DOLLARS (\$1,000,000). PSOE, and in their capacity as such, its officers, agent and employees shall be named as additional named insured in said policy. A certificate of said insurance shall be filed with PSOE before commencement by 2CL of performance under this MOU. Said insurance shall contain a clause prohibiting cancellation without ten (10) days advance notice to PSOE. A certificate of insurance showing compliance with these requirements shall be filed with PSOE Chief Operations Officer (COO).

INDEPENDENT CONTRACTOR STATUS

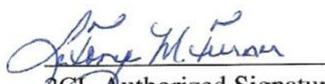
The parties hereto agree that the relationship created by this Agreement is that of independent contractors. Each party will be responsible for providing its own salaries, payroll taxes, withholding, insurance, workers compensation coverage and other benefits of any kind, as required by law, for its own employees.

FINGERPRINTING

2CL shall conduct a criminal background check of its employees and, upon receipt of those checks, certify to PSOE that no employee of the contractor working with youth and parents of PSOE has been convicted of a violent or serious felony as defined by statute. 2CL shall not permit any employee to have any such contact with a student of PSOE until such certification has been received by PSOE. 2CL shall supply PSOE with a list of names of those employees who are cleared to work with youth and parents of the district. PSOE will also conduct criminal background checks on 2CL employees working to support its Out-of-School Time Programs.

APPROVALS

 _____ 08/04/20
PSOE Authorized Signature Date

 _____ 8/21/2020
2CL Authorized Signature Date



MOU EVALUATION APPENDIX:
Additional Data And 21CCLC Grant Reporting Information

FEDERAL DATA COLLECTION AND REPORTING REQUIREMENTS

21st CCLC grantees are required to utilize the data collection system provided by IDOE. Information required by the IDOE and the U.S. Department of Education regarding student attendance, program activities, achievements, and other data will be collected and entered in this system. Data will be entered regularly as required by IDOE and finalized per semester. The IDOE system is web-based and requires grantees to have a secure, high-speed internet connection.

Annual reporting to the U.S. Department of Education for all 21st CCLC programs will be submitted by IDOE from information provided by grantees and entered in the data collection system.

There are four categories of data collected, listed below. Programs should ensure program partners and the LEA(s) are aware of data needed and agreements in place allow for data to be shared accordingly.

Grant Level Information:

1. Grantee contact information
2. Community Partners and Subcontractors information and contribution type
3. Feeder school(s) information

Site Level Information:

1. Characteristics of site:
2. Operational information (hours, weeks, and number of days)
3. Staffing
4. Activities by category and subject area
5. Intensity of service provision and participation
6. Characteristics of feeder schools
7. Participation
8. Total number served
9. Number of regular attendees (see page 24 for definition)
10. Program Partner Information (including basic contact info for the local evaluator and any community partner(s))
11. Youth demographics
12. Race/ethnicity
13. Free/reduced lunch eligibility
14. Special needs program eligibility
15. High Ability eligibility

Achievement:



1. Grades (math and reading/English/language arts); number of attendees whose grades have increased, decreased, or remained the same from fall to spring (This pertains to all youth)
2. Performance on State & Local Assessment Proficiency Test (math and reading/language arts): number of attendees who performed at below proficiency, approaching proficiency, at proficiency, and above proficiency levels (This pertains to all youth)

Teacher Surveys: (survey format is provided)

1. Scaled survey to be administered to teachers of attendees who attended 30 days or more throughout the school year on behaviors such as improvement of homework completion and quality, class attendance and participation, behavior, academic performance, ability to get along with other youth, etc.
2. Use this link to view the teacher survey templates

REQUIRED REPORTS

At the completion of each grant year, grantees are required to demonstrate evidence of successful program implementation through submission of the following reports to IDOE:

1. End of Year Report
2. Local Evaluation Report(s)
3. Inventory List



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21st Century Community Learning Center Program Partners MOU

Paramount Schools of Excellence and program partners:

Paramount Health Data Project, Felege Hiywot Community Center, Purdue Extension Marion County, and the Greater Indianapolis YMCA.

MEMORANDUM OF AGREEMENT PREAMBLE

The Paramount Health Data Project (hereafter "PHDP"), the Greater Indianapolis YMCA (hereafter YMCA), Purdue Extension Marion County (hereafter PEMC) and Felege Hiywot Community Center (hereafter "FHC") agrees to engage the following partners: Paramount Brookside, Paramount Cottage Home, and Paramount Englewood (collectively hereafter "Paramount Schools of Excellence") and enter into this Memorandum of Agreement to set forth the terms and conditions upon which they will collaboratively create an afterschool, intersession, and school breaks program.

PHDP, YMCA, PEMC, and FHC, (hereafter "Partners") along with its program anchor, Paramount Schools of Excellence (all hereafter referred to as "Parties") desire to improve educational opportunities for youth in their community and are participating in the 21st Century Community Learning Centers Program (hereafter "Program") to achieve that end. The Program is intended to impact the academic and career success of children from rural and low-income households utilizing STEM, urban farming, 4-H, and an aligned approach to academic enrichment. Each Party recognizes that the success of the Program is dependent upon faithful adherence to the terms agreed upon below.

THEREFORE, THE PARTIES AGREE AS FOLLOWS:

Overview

All parties will work cooperatively and in good faith to achieve the objectives of the Program.

The Parties agree to jointly establish a communications plan which shall include:

- Meetings or video conferencing once a month or as needed between the school principals (or his/her designee in case of a scheduling conflict) and the FHC volunteer coordinator (or designee) to discuss the Program progress and updates, to discuss observations, to share successes, to make amendments to the Program plan in response to data collected, and to facilitate communication with teachers and parents/guardians/families.
- A protocol for emergencies, such as a school or center closure, student injury/illness, or other unexpected event, which interrupts or significantly impacts the provision of programming and services in the school or center buildings or grounds.
- The development and distribution of public communications such as newsletters, e-mails, reports, and general Program marketing materials. The Parties will conform to all brand requirements related to such materials.



The directors of the School and partner programs will recommend Program participants based on the agreed upon criteria for inclusion. The Program is particularly interested in serving students who meet any of the following criteria:

- Are at risk for non-proficiency in state standardized tests in math and reading.
- Are free and reduced lunch eligible.
- Have additional risk factors that include repeated absences, chronic tardiness, and frequent behavioral referrals.

Data Collection, Storage, and Disclosure

All Parties acknowledge that student-level data is critical to analysis of Program metrics and agree to acquire consent to share certain confidential data between them.

All Parties agree that the aggregate data from any Party, with all personal identifiers removed, may be shared with any other business partner engaged in analysis of Program, but solely for purposes of analyzing and reporting on the Program.

All Parties understand that such data may be referenced in reports to funders, newsletters, or other publications related to Program; however, no data from individual students will be reported.

None of the Parties shall disclose any findings or analysis from non-public data without prior written consent of the other Parties, other than summary data that does not identify any individual person; such data may include expenditure patterns, and expenditure per pupil or category of pupil.

All Parties agree that, other than as necessary with respect to the Program, data will be kept confidential; all electronic data analysis will be performed on secure, password-protected computers.

All Parties shall maintain the confidentiality and safeguard the analysis of any data gathered as a result of this MOU, and will not, without the prior consent of all Parties, disclose any findings or analysis derived from non-public information other than: (a) summary data as above (b) data and analysis of such summary data used to promote the educational and research purposes of the Program, and (c) data and findings that have been made publicly available without breaching any of the Parties' confidentiality obligations.

Program Implementation

Paramount Schools of Excellence are all Indianapolis-based Mayor's Office of Education Innovation (OEI) authorized public charter schools. Based on the average high poverty rate (86% FRL) of the schools, they have been identified as high poverty whole-school Title I programs. The schools serve 1100 students on the Near East Side of Indianapolis, IN. As defined by ESSA Section 1111(d) Paramount Schools of Excellence enrolls disproportionately high numbers of



students who may be “at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities, or who lack strong positive role models; including low income students and families.” The second partner is Felege Hiywot Community Center (FHC). FHC provides year-round leadership and STEM experience for high school youth in times that school is out of session. FHC is a non-profit organization in the nearby Martindale-Brightwood neighborhood of Indianapolis. The third partner is PHDP. PHDP is a not-for-profit company that assists in the correlation of academic and health data for school-aged children. The organization helps to identify risks related to social determinants of health and helps anchor institutions target assistance to individually specific student needs. The fourth partner is the YMCA. Through after care at Paramount Schools of Excellence facilities, the YMCA is able to help connect daily curricular needs to afterschool supports, while infusing activity and food into the afterschool plan. The final partner is Purdue Extension Marion County, who joins the project to enhance 4-H, urban farm training and program visibility.

Miscellaneous Provisions

This Agreement shall be governed by the laws of the State of Indiana.

Each Party shall bear its own costs, if any, for execution of its obligations under this Agreement.

Each Party shall have responsibility for supervision of its own employees, contractors, and volunteers.

Each Party shall adhere to its governing policies with respect to Child Abuse Prevention and training.

Each Party shall maintain appropriate insurance for its obligations under this Agreement.

The Parties agree that they are independent of each other; neither Party shall be deemed an employee, servant, agent, partner or joint venture of another Party.

Each Party agrees it has obtained the appropriate authority to enter into this Agreement.

Each Party will comply with the reporting and annual evaluation processes outlined in the 21st CCLC grant program. This includes supplying requested data and/or program documentation in a timely manner.



21ST CCLC

Duration of Agreement

This agreement is effective on the date of grant approval and shall end on June 1, 2024; the confidentiality provisions related to storage and disclosure of data shall survive the agreement. This agreement is the entire agreement between the parties and cannot be amended other than by written consent of all parties.

Entered into this 10th day of August 2020.

Paramount Health Data Project

Azure Angelov
Executive Director
Address

Felege Hiywot Community Center

Aster Bekele
Executive Director / Founder
1648 Sheldon Avenue
Indianapolis, IN 46218

Paramount Schools of Excellence:

Paramount Brookside
Paramount Cottage Home
Paramount Englewood
Tommy Reddicks
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3000 East New York Street
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Purdue Extension Marion County

Julie Gray, District Director
5250 E US Highway 36, # 760, Avon, IN 46123

Ken Sandel,
Senior Director Sponsored Programs

Greater Indianapolis YMCA

Name Kara Overton
Address 6015 N. Alabama St Ste 400
Indianapolis, IN



APPENDIX 2—EQUITABLE PARTICIPATION OF NON-PUBLIC SCHOOLS

The equitable participation requirements in Title VIII, Part F, Subpart 1, Uniform Provisions Subpart 1-- Private Schools of the ESEA apply to the Title IV, Part B, 21st CCLC program.

A Non-Public School's participation requirements cannot be satisfied simply by inviting NPSs to participate in programs and/or activities designed for public school youth, teachers or other educational personnel. Consultation must occur before the State Education Agency (SEA) or grantee makes any decision that affects the opportunities of eligible NPS children, families, teachers, and other educational personnel. Further each grantee must provide the SEA with a written affirmation signed by officials of each participating NPS that a consultation has occurred. School districts and eligible local entities must engage in timely and meaningful consultation with appropriate Non-Public School officials during the design and development of programs and continue the consultation throughout the implementation of these programs. School districts and local entities must provide, on an equitable basis, special educational services or other benefits that address the needs under the program of children, teachers and other educational personnel in public schools in areas, served by the districts and local entities. Expenditures for educational services and other benefits for NPS children, families, and teachers must be equal, taking into account the number and educational needs of the children to be served, to the expenditures for participating public school children.

The law requires the consultation to address:

- How children's needs will be identified;
- What services will be provided;
- How, where, and by whom services will be offered;
- How services will be assessed and how results of the assessment will be used to improve those services;
- The size and scope of the equitable services to be provided to the eligible non-public school children, families, and teachers and the amount of funds available for those services;
- How and when the grantee will make decisions about the delivery of services, including a thorough consideration and analysis of views of non-public school officials on the provision of contract services through potential third-party providers.

In addition to the above, IDOE 21st CCLC requires applicants to provide a list of NPSs within a five (5) mile radius of the program, meeting minutes including a list of attendees, titles and contact information and a signed consultation form by as many private school officials offered the opportunity to participate. **DETAILS ARE INCLUDED ON THE FOLLOWING PAGE.**



APPENDIX 3—EQUITABLE PARTICIPATION OF NON-PUBLIC SCHOOL CONSULTATION FORM (2.5 POINTS)

All private schools within five miles were contacted and sent a program abstract of this application to initiate a consultation. Only three area private schools chose to engage in consultation. They were: Oaks Academy Brookside, Oaks Academy Fall Creek, and Oaks Academy Middle School. The consultation happened between the Paramount Schools of Excellence CEO, and the Oaks Academy CEO and the Oaks Academy Director of Grants and Special Reports on July 31, 2020. In the meeting, the program abstract was shared, and it was determined that Oaks Academy Schools did not wish to participate. The signed consultation form is included below.

COMPLETED NON-PUBLIC CONSULTATION FORM(S)

Tommy Reddicks, CEO of Paramount Schools of Excellence met with the Oaks Academy on July 31, 2020 in consultation for participation in a 21st CCLC initiative in Marion County, Indianapolis.

We hereby testify as indicated by the below signatures that appropriate consultation as described by Subpart 1 of Part E of Title VIII of the ESEA has occurred.

- Yes, we wish to participate
- No, we do not wish to participate
- Yes, we wish to participate and request further consultation

Andrew N. Hart, CEO

Non-Public School Representative

Signature

Tommy Reddicks, CEO

Applicant Representative

Signature



21ST CCLC

APPENDIX 4: GEPA SECTION 427 STATEMENT PARAMOUNT SCHOOLS OF EXCELLENCE, INDIANAPOLIS, IN

Paramount School of Excellence (PSOE) is an advocate for the rights of the underserved and underrepresented. The organization seeks to ensure that these individuals gain equitable access to and participation in all opportunities that are made available by federal, state, and local governments as well as those availed by private institutions. This mission extends beyond individuals traditionally associated with these populations (i.e. minority, low income, etc.). Accordingly, PSOE does not discriminate in offering its 21st CCLC programs and services on the basis of race, creed, color, or special need. To the contrary, PSOE works hard to protect the rights of the underserved and underrepresented.

With respect to the PSOE constituency, it is anticipated that students whose parents have immigration issues may be unwilling to pursue assistance with academic performance, student behavior, or family engagement. Similarly, students and their families whose race, ethnicity or culture differs from that of the majority may be reluctant to seek assistance from educational enhancement and family support programming and opportunities.

Moreover, students in unrecognized foster care situations (relative care, etc.) are often unaware that services exist to support their needs and, when informed, hesitant to pursue them for fear of retribution or additional out-of-home placement. Youth with juvenile justice records are also reluctant to seek assistance out of fear of being chastised by gangs or ridiculed by their peers. Youth and families experiencing child abuse or domestic violence in the home are unwilling and afraid to seek assistance. Lastly, parents demonstrate reluctance to engage in specific subject matter, such as parenting and family empowerment training for African American parents and financial education for both Latino and African American parents.

As such, PSOE continues to develop public education and social awareness campaigns utilizing its numerous media contacts in print, radio, and television, as well as its extensive network of public, private, religious, and community-based entities to ensure the 21st CCLC opportunity allows for equitable access to all students and their families. Additionally, PSOE has created a connection to the home through the APTT-based FACT program so that youth and their families can feel free to request assistance and share their concerns and needs without fear of violence, rebuke or deportation. Moreover, PSOE is establishing relationships with agencies and organizations that service foster youth (including non-traditional foster youth) to ensure these youths are introduced to and provided a network of wraparound services.

Students whose academic performance is far below the average academic performance of the youth in their school are being identified and introduced to an innovative extended day education program that re-engages them in school, helps them matriculate through school and significantly elevates their academic performance. Community-family resource centers and family visits are also being set up to encourage and incentivize families to engage with our comprehensive program of service and participation in academics, family empowerment, and education awareness. Lastly, disenfranchised youth (male and female alike) and their families will be engaged through a series of personal face-to-face contacts, telephone calls, and mailers.